Appendices I-VII

Teacher Induction, Retention, and Advancement Act of 2016 Workgroup

Final Report

November 1, 2017

Appendix I

Chapter 740

(Senate Bill 493)

AN ACT concerning

Teacher Induction, Retention, and Advancement Act of 2016

FOR the purpose of altering the maximum amount of a certain State stipend awarded to certain teachers or other school–based employees who hold certain certificates and who teach in certain public schools; requiring certain public schools to utilize certain teachers in certain leadership roles; *requiring certain teachers who teach in certain public middle and high schools in Anne Arundel County to receive a certain stipend from the State under certain circumstances for certain academic years;* establishing the Teacher Induction, Retention, and Advancement *Pilot* Program; authorizing each county board of education to choose to participate in the *Pilot* Program; requiring a county board to select certain teachers to participate in the *Pilot* Program; requiring certain teachers to be afforded a certain amount of time to be spent on mentoring, peer observation, assistance with planning, or other preparation activities under the *Pilot* Program; prohibiting a certain amount of time from including student supervision or administrative responsibilities; authorizing a certain amount of time to include support from certain teachers under certain circumstances; requiring a certain county ~~boards of education~~ board to provide certain information regarding the availability of certain resources to ~~be provided to~~ certain teachers; providing for the sharing of certain costs incurred under a certain program; requiring the Governor to include annually a certain appropriation in the State budget; providing for the use of certain funds under a certain program; requiring the State Department of Education to develop certain criteria; requiring the Department to disburse certain funds subject to certain provisions of law; specifying the intent of the General Assembly; ~~defining certain terms;~~ requiring the Department to convene a certain workgroup and submit certain reports on or before certain dates; providing for the termination of certain provisions of this Act; *defining certain terms;* and generally relating to the induction, retention, and advancement of public school teachers.

BY repealing and reenacting, without amendments,
    Article – Education
    Section 6–306(a)
    Annotated Code of Maryland
    (2014 Replacement Volume and 2015 Supplement)

BY repealing and reenacting, with amendments,
    Article – Education
    Section 6–306(b)(2) and (5)*, (c), (d), and (e)*
    Annotated Code of Maryland
    (2014 Replacement Volume and 2015 Supplement)

BY adding to
    Article – Education
    Section 6–117.1 and 6–306(b)(5) *and (c)*
    Annotated Code of Maryland
    (2014 Replacement Volume and 2015 Supplement)

Preamble

WHEREAS, Teacher turnover in Maryland remains a persistent problem, as it does in many parts of the country; and

WHEREAS, Between 40% and 50% of all first year teachers will leave the profession by the end of their fifth year of teaching; and

WHEREAS, A large amount of teacher turnover contributes to both school instability and student instability, particularly in communities that are highly impacted by instances of instability; and

WHEREAS, Teacher turnover is costly to local school systems, costing as much as $50,000 for every teacher leaving the system according to the National Center for Teaching and America's Future, for recruiting, inducting, and other personnel matters relating to new teacher training; and

WHEREAS, There are almost 3,000 teachers in Maryland on whom National Board Certification has been conferred; and

WHEREAS, There are 634 teachers in Maryland currently pursuing National Board Certification; and

WHEREAS, In 2015, two new studies found that National Board Certified teachers are more effective at advancing student learning than teachers who are not National Board Certified, building on more than a decade of research finding similar results; and

WHEREAS, During the 2015 Legislative Session, a $1,500 stipend that was required to be awarded to public school teachers that hold an advanced professional certificate and who teach in a public school having comprehensive needs was eliminated; now, therefore,

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That the Laws of Maryland read as follows:

Article – Education

6–306.

    (a)   (1)   In this section the following words have the meanings indicated.

(2)   "County grant for national certification" means an annual grant distributed to a teacher certified by the National Board for Professional Teaching Standards established:

(i)   Outside of the collective bargaining process; or

(ii)   As part of a collective bargaining agreement with the local employee organization.

(3)   "School–based employee" means a certificated employee who works directly with students or teachers at a public school.

(b)   (2)   A classroom teacher or other nonadministrative school–based employee in a public school identified by the State Board as having comprehensive needs who holds a standard professional certificate or an advanced professional certificate who is employed by a county board and who holds a certificate issued by the National Board for Professional Teaching Standards shall receive a stipend from the State in an amount equal to the county grant for national certification, up to a maximum of [$2,000] $5,000 *$4,000* per qualified individual.

(5)   TO THE MAXIMUM EXTENT PRACTICABLE, EACH PUBLIC SCHOOL SHALL UTILIZE TEACHERS WHO HAVE OBTAINED NATIONAL BOARD CERTIFICATION IN LEADERSHIP ROLES WITHIN THE SCHOOL.

[(5)] **(6)**   (i)   1.   The State Board shall establish a program to support locally negotiated incentives, governed under Subtitles 4 and 5 of this title, for highly effective classroom teachers and principals to work in public schools that are:

A.   In improvement, corrective action, or restructuring;

B.   Categorized by the local school system as a Title I school; or

C.   In the highest 25% of schools in the State based on a ranking of the percentage of students who receive free and reduced priced meals.

2.   The program established under subsubparagraph 1 of this subparagraph may include financial incentives, leadership changes, or other incentives.

(ii)   1.   The State Board shall adopt guidelines to implement this paragraph.

2.   Nothing in this paragraph shall be construed to prohibit a local school system from employing more stringent standards than the guidelines adopted under this subparagraph.

SECTION 2. AND BE IT FURTHER ENACTED, That the Laws of Maryland read as follows:

Article – Education

6–306.

(C)   (1)   THIS SUBSECTION APPLIES ONLY IN ANNE ARUNDEL COUNTY.

(2)   IN THIS SUBSECTION, "COUNTY GRANT FOR TEACHING IN AN ECONOMICALLY DISADVANTAGED SCHOOL" MEANS AN ANNUAL GRANT DISTRIBUTED TO A TEACHER WHO TEACHES IN AN ECONOMICALLY DISADVANTAGED SCHOOL ESTABLISHED:

(I)   OUTSIDE OF THE COLLECTIVE BARGAINING PROCESS; OR

(II)   AS PART OF A COLLECTIVE BARGAINING AGREEMENT WITH THE LOCAL EMPLOYEE REPRESENTATIVE.

(3)   FOR FISCAL YEARS 2017 THROUGH 2019, THE GOVERNOR SHALL INCLUDE IN THE STATE OPERATING BUDGET FUNDING FOR THE STIPENDS PROVIDED IN THIS SUBSECTION.

(4)   A CLASSROOM TEACHER SHALL RECEIVE A STIPEND FROM THE STATE IN AN AMOUNT EQUAL TO THE COUNTY GRANT FOR TEACHING IN AN ECONOMICALLY DISADVANTAGED SCHOOL, UP TO A MAXIMUM OF $1,500 IF THE TEACHER:

(I)   TEACHES IN A PUBLIC MIDDLE OR HIGH SCHOOL IN WHICH AT LEAST 30% OF THE STUDENTS AS A PERCENTAGE OF FULL–TIME EQUIVALENT STUDENTS AS DEFINED IN § 5–202 OF THIS ARTICLE QUALIFY FOR FREE AND REDUCED PRICE MEALS UNDER THE NATIONAL SCHOOL LUNCH PROGRAM;

(II)   HOLDS A STANDARD OR ADVANCED PROFESSIONAL CERTIFICATE; AND

(III)   IS EMPLOYED BY THE COUNTY BOARD.

[(c)] (D)   An individual who receives a stipend or bonus under subsection (b) OR (C) of this section may not be deemed an employee of the State.

[(d)] (E)   The employer of an individual who receives a stipend or bonus under subsection (b) OR (C) of this section shall pay the increase in fringe benefit costs associated with the stipend or bonus.

[(e)] (F)   The Department shall act as fiscal agent for funds disbursed under this section.

SECTION 2. *3.* AND BE IT FURTHER ENACTED, That the Laws of Maryland read as follows:

Article – Education

6–117.1.

(A)   (1)   IN THIS SECTION THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.

(2)   "FIRST YEAR TEACHER" MEANS A PUBLIC SCHOOL TEACHER WHO HAS NOT PREVIOUSLY HAD ANY FULL–TIME TEACHING EXPERIENCE.

(3)   "PROGRAM" MEANS THE TEACHER INDUCTION, RETENTION, AND ADVANCEMENT *PILOT* PROGRAM.

(B)   (1)   THERE IS A TEACHER INDUCTION, RETENTION, AND ADVANCEMENT *PILOT* PROGRAM IN THE STATE.

(2)   (I)   EACH COUNTY BOARD MAY CHOOSE TO PARTICIPATE IN THE *PILOT* PROGRAM.

(II)   A COUNTY BOARD SHALL SELECT THE FIRST YEAR TEACHERS TO PARTICIPATE IN THE *PILOT* PROGRAM.

(III)   A COUNTY BOARD IS ENCOURAGED TO GIVE PRIORITY TO TEACHERS WHO TEACH IN A SCHOOL THAT IS PART OF A CLUSTER OF SCHOOLS IN WHICH THE MAJORITY OF THE ELEMENTARY AND MIDDLE SCHOOLS THAT FEED INTO ONE HIGH SCHOOL ARE TITLE I SCHOOLS.

(C)   (1)   UNDER THE *PILOT* PROGRAM, EACH PARTICIPATING FIRST YEAR TEACHER SHALL BE AFFORDED AT LEAST 20% MORE TIME THAN TEACHERS WHO ARE NOT FIRST YEAR TEACHERS DURING THE ACADEMIC WEEK TO BE SPENT ON MENTORING, PEER OBSERVATION, ASSISTANCE WITH PLANNING, OR OTHER PREPARATION ACTIVITIES.

(2)   THE ADDITIONAL TIME AFFORDED UNDER PARAGRAPH (1) OF THIS SUBSECTION MAY NOT INCLUDE STUDENT SUPERVISION OR ADMINISTRATIVE RESPONSIBILITIES.

(3)   AT THE REQUEST OF A FIRST YEAR TEACHER MADE TO THE PRINCIPAL OF A SCHOOL, THE ADDITIONAL TIME AFFORDED UNDER PARAGRAPH (1) OF THIS SUBSECTION MAY INCLUDE SUPPORT FROM A VETERAN TEACHER.

(4)   ~~EACH~~ A COUNTY BOARD ~~THAT HAS A PARTICIPATING FIRST YEAR TEACHER~~ SHALL PROVIDE EACH FIRST YEAR TEACHER PARTICIPATING IN THE *PILOT* PROGRAM FROM THAT COUNTY WITH INFORMATION REGARDING RESOURCES AVAILABLE TO THE FIRST YEAR TEACHER THAT MAY BE USED DURING THE ADDITIONAL TIME THAT INCLUDE:

(I)   MENTORING;

(II)   PEER OBSERVATION; AND

(III)   ASSISTANCE WITH PLANNING.

(D)   ANY COSTS INCURRED UNDER THE *PILOT* PROGRAM SHALL BE BORNE 80% BY THE STATE AND 20% BY THE COUNTY BOARD.

(E)   (1)   THE GOVERNOR ANNUALLY SHALL INCLUDE AN APPROPRIATION OF ~~$7,000,000~~ *$5,000,000* IN THE STATE BUDGET FOR THE DEPARTMENT TO ADMINISTER THE *PILOT* PROGRAM.

(2)   THE DEPARTMENT SHALL DEVELOP CRITERIA BY WHICH FUNDS SHALL BE ALLOCATED TO ~~LOCAL SCHOOL SYSTEMS~~ COUNTY BOARDS TO ALLOW FIRST YEAR TEACHERS TO PARTICIPATE IN THE *PILOT* PROGRAM.

(3)   (I)   IN ACCORDANCE WITH SUBSECTION (D) OF THIS SECTION, AND SUBJECT TO SUBPARAGRAPH (II) OF THIS PARAGRAPH, THE DEPARTMENT SHALL DISBURSE FUNDS TO EACH COUNTY BOARD THAT HAS FIRST YEAR TEACHERS PARTICIPATING IN THE *PILOT* PROGRAM.

(II)   THE DEPARTMENT SHALL INCLUDE ANY COSTS INCURRED BY A COUNTY BOARD IN MEETING THE REQUIREMENTS OF SUBSECTION (C) (3) AND (4) OF THIS SECTION WHEN DISBURSING FUNDS TO A COUNTY BOARD.

(4)   IT IS NOT THE INTENT OF THE GENERAL ASSEMBLY THAT ENOUGH FUNDS BE PROVIDED TO ENSURE THAT EVERY FIRST YEAR TEACHER IN THE STATE BE ABLE TO PARTICIPATE IN THE *PILOT* PROGRAM.

SECTION ~~3.~~ *4.* AND BE IT FURTHER ENACTED, That ~~on:~~ *:*

(a)   On or before December 1, 2021, the State Department of Education shall report to the Governor and, in accordance with § 2–1246 of the State Government Article,

the General Assembly regarding the retention of first year teachers that participate in the Teacher Induction, Retention, and Advancement *Pilot* Program.

_(b)_   The report shall_:_

_(1)_   include the number of first year teachers who participated in the *Pilot* Program and are still teaching 4 and 5 years after participating in the *Pilot* Program, versus the number of teachers who were similarly situated first year teachers but who did not participate in the *Pilot* Program and are still teaching 4 and 5 years later_; and_

_(2)_   _make recommendations on whether to continue, modify, or eliminate the Pilot Program._

SECTION 4. _5._ AND BE IT FURTHER ENACTED, That:

(a)   The State Department of Education shall convene a workgroup composed of stakeholders from primary and secondary education, higher education, and other education policy experts to_:_

_(1)_   determine how ~~to~~:

_(i)_   _to recruit, retain, and promote quality teachers at all levels of education in the State;_

~~(1)~~   _(ii)_   _to_ incorporate and interweave the principles of National Board Certification with the Advanced Professional Certificate, Master of Education programs, and other teacher preparation programs;

~~(2)~~   _(iii)_   _to_ make the teacher recertification process more valuable, including an exploration of how to link recertification to career ladders and content or high need area specializations;

~~(3)~~   _(iv)_   _to_ link loan forgiveness to teaching in high need schools; and

~~(4)~~   _(v)_   _to_ incorporate induction best practices into professional eligibility certificates_; and_

_(vi)_   _existing state laws and regulations impact teacher recruitment, retention, and promotion for each of the following areas:_

_1._   _individual and team competency;_

_2._   _performance measurement and management;_

_3._   _reward and recognition for excellent work; and_

4.   discipline in the classroom; and

(2)   evaluate whether the stipend created under § 6–306(c) of the Education Article, as enacted by Section 2 of this Act, was effective in retaining effective teachers in schools with a critical mass of economically disadvantaged students.

(b)   The workgroup established under subsection (a) of this section shall make recommendations regarding:

(1)   its findings under subsection (a) of this section; ~~and~~

(2)   legislative changes that will ensure that teacher preparation academies, as authorized under the federal Every Student Succeeds Act, will be of the highest quality and rigor if they are implemented in Maryland, and the individuals that participate in these academies will be fully prepared and trained to be in a classroom in Maryland_;_

(3)   a coordinated statewide strategy for recruiting, retaining, and promoting quality teachers at all levels of education by the State Department of Education, the Maryland Higher Education Commission, the University System of Maryland, and other education stakeholders; and

(4)   the best methods of incentivizing effective teachers to choose to teach in low–performing schools and schools with a critical mass of economically disadvantaged students in light of federal regulations that require the equitable distribution of effective teachers.

(c)   _(1)_   On or before ~~September~~ _November_ 1, 2016, the Department shall submit ~~a~~ _an interim_ report regarding the recommendations of the workgroup established under this section to the Governor and, in accordance with § 2–1246 of the State Government Article, the General Assembly.

(2)   On or before November 1, 2017, the Department shall submit a final report regarding the recommendations of the workgroup established under this section to the Governor and, in accordance with § 2–1246 of the State Government Article, the General Assembly.

SECTION ~~5.~~ _6._ AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2016. _Section 2 of this Act shall remain effective for a period of 3 years and, at the end of June 30, 2019, with no further action required by the General Assembly, Section 2 of this Act shall be abrogated and of no further force and effect._ ~~Section 2~~ _Section 3_ of this Act shall remain effective for a period of 6 years and, at the end of June 30, 2022, with no further action required by the General Assembly, ~~Section 2~~ _Section 3_ of this Act shall be abrogated and of no further force and effect.

Enacted under Article II, § 17(c) of the Maryland Constitution, May 28, 2016.

Appendix II

Committee 4 of the Teacher Induction and Retention Act: Revising the Institutional Performance Criteria
September 2017
Recommendations to the Work Group

Committee Members:

- **Dr. Chadia Abras, MICUAA**
- **Lisa Booth, MAESP**
- **Stacie Burch, MADTECC**
- **Michelle Dunkle, MSDE**
- **Charelle James, Maryland Approved Alternative Preparation Programs**
- **Robin McNair, MSEA**
- **Dr. Laurie Mullen, USM**

Introduction

A. This committee makes the following recommendations to the Work Group:

1. With unanimous agreement, the committee recommends to the Work Group that it seek the adoption of the *Maryland Educator Preparation Standards* to replace the *Institutional Performance Criteria* as the framework for all state-approved educator preparation programs. (The complete document follows.)

2. The committee further recommends that a representative stakeholder group revise the *Professional Development School Standards*, the *PDS Implementation Manual*, and the *PDS Framework for Assessment* between November 1, 2017 and November 1, 2018.

3. Concurrently, a work group of representative stakeholders will focus on the alignment of the *Maryland Approved Alternative Preparation Program Standards*, currently aligned with the *Institutional Performance Criteria*, with the *Maryland Educator Preparation Standards*.

4. The committee finally recommends that MSDE, with its EPP, LSS and other partners develop a "Glossary of Terms" commonly used but that do not always lend themselves to a common definitive understanding. Such terms as "rubrics," "performance assessment," and others require a clear common understanding of meaning to maintain the critical balance between EPP performance and State Program Approval and assure program excellence.

B.   Notes

1.   The word "mastery" is used in the document to replace commonly used, but ill-defined and often meaningless, words such as "rigorous" and "proficient." In the context of this document, EPPs will be required to provide evidence that teacher candidates demonstrate mastery of certain instructional elements and competencies. EPPS will be required to define the measurement of mastery in its assessment system, defend that measurement with a rationale, collect and use resulting data to validate the rationale, and systematically engage in ongoing program improvement as a result of data analysis.

2.   The Work Group will note the most significant changes recommended are found in Standard II in relation to the Professional Development Schools landscape, and in Standards I and III with increased requirements for program completion/certification eligible.

Maryland Educator Preparation Standards

Standard I: Strong Instructional Foundation

This standard is designed to identify all of the standards and outcomes-based instructional and testing requirements in an educator preparation program and affirm fidelity to their implementation across programs.

Element	Indicator	Evidence
A. Content, Pedagogy, Testing, and Professional Practice	**1. Programs Meet Entrance and Exit Requirements**	

	a. Entrance
	   1) Basic skills test
	   2) Basic skills test
	   3) GPS requirements
	   4) EPP identifies initial dispositional data for teacher candidate
		1) Praxis 80% Summary Pass Rate- required by Title II
		2) Each cohort meets state qualifying scores on basic skills (Praxis I, Praxis Core, SAT, GRE or ACT scores)
		3) EPPs annually identify GPA and testing requirements for entry into professional unit and/or entry into internship; *(Praxis® Core Academic Skills for Educators (or Praxis® Core) has been approved as a measure of academic proficiency for CAEP Standard 3, Component 3.2.)*
		4) Programs provide initial candidate dispositional data

	b. Exit 1) Identification of requirements for graduation, program completion, and/or program completion culminating in eligibility for certification	1) Each cohort by program meets state qualifying score on content and pedagogy tests (e.g., Educational Testing Service (ETS) or American Council on Teaching of Foreign Language (ACTFL) tests)

Element	Indicator	Evidence
	2) Successful completion of a validated performance assessment and/or pedagogical content knowledge and pedagogical knowledge test	2) Each cohort meets collaboratively set and as yet to be determined state qualifying score on validated performance-based assessment. If the EPP chooses to develop its own assessment, it will be the responsibility of that EPP to demonstrate the validity and reliability of the assessment. These assessments must be used as part of multiple-measure determination of program completion that results in certification. EPPs must report to the State on an annual basis the testing requirements (Praxis II/ACTFL) and GPA required for (1) program completion; (2) program completion and certification eligible.
	3) Documented understanding of the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies	3) Evidence of instruction related to ethical conduct, professional standards of practice, and relevant laws and policies and demonstration of competencies as measured through both instructional assessments and rubrics, and in PDS and/or field experiences. Evidence includes instruction and assessments related to InTASC Standard #9 and

Element	Indicator	Evidence
		NASDTEC Model Code of Ethics for Educators.
	4) **3.0 overall GPA by exiting cohort for program approval**	4) Evidence by exiting cohort that candidates for certification have earned a 3.0 overall GPA.
B. Alignment with Local and National Standards	**1. Programs Align Instruction with Fidelity to National and Local Standards in all Areas of Content and Pedagogy**	
	a. Programs align PreK-12 standards and pedagogical content knowledge with national and local standards through collaboration among the education and arts and sciences colleges or departments.	a. Program documents collaboration between and among departments and colleges related to standards alignment and balanced content and pedagogy requirements
	b. Programs implement academic instruction and require strong performance in mathematics and science for teacher candidates as appropriate to the content area, and identify key required assessments linked to national and local content standards.	b. Program documents that each candidate for completion and/or certification
		1) Earns 12 credits each of math and science for early childhood, elementary, and Special Education grades 1-8 certifications with a minimum of six credits bearing the HEGIS code of mathematics, and six credits bearing the HEGIS code of Education accepted, but not required, all of which align in content with the MCCRS.
		2) Earns math and science credits as appropriate for all other certification

Element	Indicator	Evidence
		areas offered
	c. Programs implement outcomes-based instruction for teacher candidates that aligns with national and state content standards, and identifies key required assessments.	c. Evidence of Standards-based, rubric-assessment mastery of competencies for: 1) National Content Standards 2) Maryland College and Career-Ready Standards (MCCRS) 3) InTASC Model Core Teaching Standards 4) Model Code of Ethics for Educators 5) International Society for Technology in Education (ISTE) Standards 6) Professional Standards for Education Leadership (PSEL)
	d. Program assures that teacher candidates are familiar with State-required pre-K 12 instructional elements and assessments.	d. Program provides evidence of candidates' knowledge of currency of Maryland PreK-12 requirements to teacher candidates
	e. Secondary education teacher candidates major in or present the hours equivalent in certificate areas	e. Transcripts provide evidence of major or equivalent acceptable hours.
	f. Candidates for Masters of Arts in Teaching may present major, hours equivalent, or appropriate content test results	f. Candidates' transcripts reflect major, equivalent hours, or appropriate test results.
	g. Programs include reading/literacy courses that meet current state requirements and a process for ensuring that all outcomes continue to be addressed in the program.	g. Current college/university catalogs list the required literacy courses for each program required for program completion: 1) Secondary Education - 6 credit hours

Element	Indicator	Evidence
		required for initial completion and/or certification with the option to take three credits prior to first certificate renewal 2) PreK–12 Education - 6 credit hours required for initial completion and/or certification with the option to take three credits prior to first certificate renewal 3) Early Childhood and Elementary Education - 12 credit hours

	h. **Programs define the metric indicating mastery of InTASC competencies through standards-based, rubric-assessed performance indicators that occur across field experiences and internships, and include the resulting data as a required component in a system of multiple measures that determine candidate program completion and/or certification eligibility.**	h. Evidence that candidates meet defined levels of competency in each of the InTASC Standards.
		The Learner and Learning
		Learner Development
		  1. Learning Differences
		  2. Learning Environments
		Content Knowledge
		  3. Content Knowledge
		  4. Application of Content
		Instructional Practice
		  5. Assessment
		  6. Planning for Instruction
		  7. Instructional Strategies
		Professional Responsibility

Element	Indicator	Evidence
		8. Professional Learning and Ethical Practice Model Code of Educator Ethics 9. Leadership and Collaboration
B. Cultural Competency, the Classroom Environment, and the Exceptional Child	**1. Programs assure instruction and experiences that enable the teacher candidate to build a positive classroom environment where all students have the opportunity to succeed**	
	a. Programs implement outcomes-based instruction designed to promote cultural competency and support the teacher candidate's ability to build and maintain a positive classroom environment. b. Programs include instruction for PreK-social-emotional learning. c. Programs demonstrate use of *A Manual for Teacher Educators, Teachers and Principals: Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools: A Manual for Teacher Educators, Teachers and Principals* OR another tool linking to Positive Behavior	a. Programs document a minimum of three performance- based assessments across the program yielding evidence of instruction in cultural competency using identified practical application tools. b. EPPs will define and submit the evidence of this instruction. c.. Programs identify use of tools such as the MSDE-developed Manual mentioned in the indicator, or other such research-based tool.

Element	Indicator	Evidence
	Intervention Supports (PBIS), Restorative Justice/Practice programs, etc.	
	d. Instructional design of all programs focuses on candidate capability to teach all students.	c. Assignments, assessments, rubrics and data provide evidence that candidates demonstrate ability to differentiate and/or modify instruction to teach children with all identified or unidentified exceptionalities at both ends of the cognitive spectrum.
	e. Programs prepare all candidates to instruct students for whom English is not the primary language.	d. Assignments, assessments, rubrics and data provide evidence of candidates' ability to modify instruction for students for whom English is not the primary language.
C. Accessible Systems of Support for Teacher Candidates	1. Programs provide interventions and support for struggling teacher candidates for all programs.	1. Data indicating intervention and supports designed to result in teacher candidate success or appropriate career counseling and in ongoing program improvement
	2. Programs assess teacher candidate dispositions at various intervals.	2. Programs provide assessments of candidate dispositions at Entrance to program, at acceptance into internship, and at Exit.

Standard II: Extensive Pre-Professional Field and Clinical Experiences Aligned with Program Instruction and PreK-12 Priorities

This Standard is designed to establish with local school system partners a system of identification of Professional Development Schools based on school capacity to offer opportunities for teacher candidates to meet one or more required competencies based on the InTASC Standards. Field experiences should build their competencies through a series of clinical experiences that build upon one another and culminating in a full-semester internship. All competencies identified in Standard I as performance requirements must now be documented through the scaffolded field experiences and internship.

Element	Indicator	Evidence
A. Multiple, Extended, and Diverse Field Experiences	**1. Teacher candidates have extensive and progressive field-based preparation in PreK-12 schools;** **2. All candidates will have direct experience with diverse populations of PreK-12 students including all students with exceptionalities and students for whom English is not the primary language;** **3. Candidate demonstrates mastery of required competencies through performance in PDS field and internship placements or in non-PDS situations that support the acquisition of required competencies demonstrated through performance assessment. (The latter situation applies to graduate, part-time MAT programs, specifically.)**	
B. Annual PDS Assessment	1. Programs document the ongoing capacity of identified PDS(s) to provide opportunities for candidate acquisition and demonstration of required competencies determined through annual self-assessment and Teacher Preparation Improvement Plan reporting guided by the *PDS Implementation Manual* and the *PDS Assessment Framework for Maryland*.	Data charts are revised yearly to reflect PDS capacities. TPIP provides annual updates.

Committee 4: Maryland Educator Preparation Standards recommended September 2017

Element	Indicator	Evidence
	2. Consistent with the goal of preparing all teacher candidates in specially designed professional development schools and providing continuing professional development for PreK-12 faculty, the Educator Preparation Provider maintains state recognition of its PDSs.	List of active PDS sites

Standard III: Performance Assessment

This Standard requires that all data collected from instructional standards-based requirements and related performance in Standard I, and implementation of those instructional and standards-based requirements from Standard II be housed, aggregated or disaggregated by program and unit as required, analyzed in an integrated assessment system and reflect use of the system to inform ongoing program and unit improvement.

Element	Indicator	Evidence
A. An Integrated Assessment System Documents Candidate and Program Data to Guide Ongoing Program Improvement	1. a. and b. Each cohort meets state qualifying scores on basic skills (Praxis I, Praxis Core, SAT, GRE or ACT scores), content and pedagogy tests (e.g., Educational Testing Service (ETS) or American Council on Teaching of Foreign Language (ACTFL) tests, or validated performance based assessment c. Cohort overall GPA is minimally 3.0 for program completion and certification eligible. 2. Programs provide evidence of use of standards-based, rubric-assessed performance assessments for teacher candidates designed to assure continuous improvement based on the Interstate Teachers Assessment and Support Consortium Standards (InTASC), national content standards, state PreK-12 standards and scoring tools.	1. a. Charts aggregated by program and unit of test data for entry to professional unit and internship b. Exit data for graduation, completion, completion as certification eligible c. Exit GPA data for graduation, completion, completion as certification eligible indicating 3.0 by cohort, and EPP. 2. Data from key assessments, rubrics, scores, data, analyses, feedback loop, aggregated by unit, disaggregated by program. As appropriate to certification area, data required for: - National Content Standards - State Content Standards - Professional Standards for

Element	Indicator	Evidence
		Education Leaders • InTASC Standards • ISTE Standards
	3. The EPP identifies 6-8 key assessments that will be used in all programs offering educator certification	3. The EPP provides evidence of performance on the key assessments aggregated and disaggregated by program.
	4. a. EPPs define content mastery in all content areas determined by instructional assignments, assessments, rubrics, and outcome data. EPPs define mastery of required InTASC competencies to be demonstrated through field experiences and internship.	a. Definition of mastery supported by rationales for both instructional and competency-based requirements.
	b. EPPs provide evidence of candidate mastery of content requirements measured through grades and other performance measures; EPPs provide evidence of candidate mastery of InTASC competencies to be demonstrated through field experiences and internship using performance measures.	b. The EPP provides data disaggregated by program, providing evidence of candidate mastery of content and candidate mastery of InTASC competencies through assignments, assessments, rubrics, and outcome data.
	c. EPPS use data from 3a and 3b to address areas of candidates' strengths and weaknesses and use each for	c. Systematic data collection of both disaggregate candidate and

Element	Indicator	Evidence
	ongoing program improvement.	aggregated program data including results of the data-driven system of addressing strengths and weaknesses at both the candidate and program level and using each for continuous program improvement
	d. Programs document candidates' assignments in field and internship experiences that assure each candidate has direct experience with a diverse PreK-12 student population.	d. Charts documenting PDS demographics and placements
	e. Programs use performance data from field experiences and internship in identified PDS (Levels 1-4) to assure candidate acquisition of required competencies. **Competencies Assessed for Mastery** **The Learner and Learning** 1. Learner Development 2. Learning Differences 3. Learning Environments **Content Knowledge** 4. Content Knowledge 5. Application of Content **Instructional Practice** 6. Assessment 7. Planning for Instruction	e. Evidence charts, graphs, projects, etc., related to Performance, Essential Knowledge and Critical Dispositions collected through field and internship experiences at PDS, disaggregated by Program. EPP provides Evidence of Critical Dispositions captured at program entry, entry into internship and exit. EPP provides data from a minimum of three performance-based assessments disaggregated by program with evidence of instruction in cultural competency with practical

Element	Indicator	Evidence
	8. Instructional Strategies **Professional Responsibility** 9. Professional Learning and Ethical Practice 10. Model Code of Educator Ethics 11. Leadership and Collaboration	applications such as but not limited to Positive Behavior Intervention Supports (PBIS), Restorative Practice/Justice, etc. Strong evidence includes performance data from demonstrated use of ***A Manual for Teacher Educators, Teachers and Principals*** *Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools: A Manual for Teacher Educators, Teachers and Principals*
	f. Programs provide formative and summative performance feedback to candidates both in coursework and field placements, collect data from that feedback and employ a system of program feedback for continuous program improvement.	f. Aggregated and disaggregated data by program: feedback, action generated by feedback, and data fed to program for continuous improvement
	g. Programs monitor candidate progress and provide supports to those at risk for not meeting criteria.	g. EPPs provide data collected from support interventions
	h. Programs set criteria at critical milestones (entry, internship, completion, certification eligibility) and provide evidence of candidates' having met criteria.	h. EPPs provide data collected at critical milestones, candidate criteria for achieving milestones, data collection chart by program, system of feedback to program for ongoing improvement

Committee 4: Maryland Educator Preparation Standards recommended September 2017

Element	Indicator	Evidence
	i. Programs provide aggregated and disaggregated teacher candidate performance data related to demonstrating positive impacts on PreK-12 student learning in the assessment system.	i. Commercial assessment instrument (e.g. edTPA, PPAT) or EPP-developed assessment instrument related to PreK-12 student learning.
	j. Programs provide performance measures and aggregated and disaggregated performance data reflecting the teacher candidate's ability to teach to the state required literacy standards.	j. Performance assessment data from Elementary Literacy courses or Literacy in the Content Area Parts I and II
	k. Candidates demonstrate a 3.0 GPA for program completion, certification eligible.	k. EPPs provide summary data of GPA, aggregated and disaggregated by program.
Supporting Ongoing Program Improvement	l.. The education unit shares data with internal and external stakeholders, analyzes the data, and uses data for continuous program improvement.	l. Charts, data, stakeholder advisory meeting agendas, department agendas, action plans, etc.
	1) The education unit demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.	1) Employer surveys and/or focus groups
	2) The provider demonstrates that stakeholders are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.	2) Program graduate surveys and/or focus groups

Element	Indicator	Evidence
	3) The provider demonstrates that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.	3) Program graduate surveys and/or focus groups

Standard IV: State Approval

This Standard assures that all programs in the Educator Preparation Provider hold State Program Approval and that required annual reporting informs the state of continuous improvement efforts.

Element	Indicator	Potential Evidence
A. The Educator Preparation Provider and all professional educator certification programs have state program approval.	1.The EPP identifies any series of courses offered for certification or endorsement through transcript analysis, and documents the institution's timeline for seeking state approval.	1. Lists or sequences of courses used in transcript analysis; EPP provides rationale for continuing transcript analysis or timeline for submitting for program approval.
	2. The EPP has the continuing capacity through its organization, the roles played by the administration, faculty and staff of the EPP, and through resources provided to the EPP by the EPP to provide a fully-functioning, state-approved educator preparation	2. The EPP provides organizational and staffing charts to assure capacity to offer programs for which it holds approval.

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Element	Indicator	Potential Evidence
	program.	
	2. Partnered Maryland Approved Alternative Preparation Programs are state approved.	2. The EPP provides evidence that any alternative preparation programs in a local school system partnership (Maryland Approved Alternative Preparation Program) with the college or university have received approved program status from the Program Approval and Assessment Branch, Division of Educator Effectiveness, MSDE. See Program Review Documents for MAAPP at www.marylandpublicschools.org Division of Educator Effectiveness, MAAPP Evidence: Program Approval letter of approval, most recent report from MAAPP State Program Site Review.
	3. MAAPP partnerships use modified IPC for ongoing program approval	3. MAAPP Standards will reflect alignment with IPC
	4. The EPP uses feedback from state program review to facilitate continuous improvement, addressing Areas for Improvement or Recommendations for Improvement and reports on that improvement through the annual Teacher Preparation Improvement Plan (TPIP) report process.	4. Data analyses, agendas, work plans, course revisions, etc. Annual TPIP response data
	5. Programs maintain copies of	Electronic file maintenance

Committee 4: Maryland Educator Preparation Standards recommended September 2017

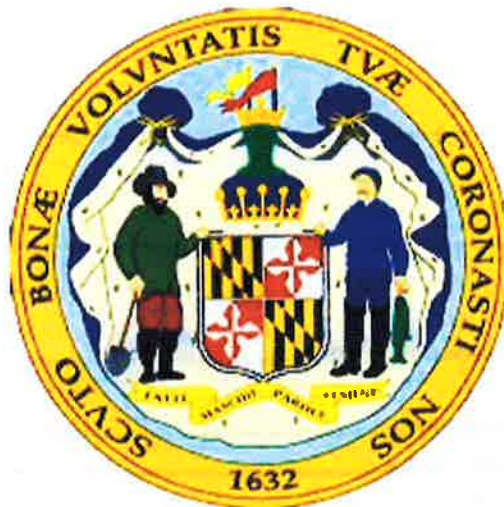| Element	Indicator	Potential Evidence
	TPIP annual reports to illustrate the annual improvement process	
B. The provider recruits and supports completion of high-quality candidates from a broad range of backgrounds and diverse populations.	1. The EPP develops a plan to recruit high-quality candidates of diversity	1. EPPs will submit a plan with the TPIP collected one year from the implementation of the revised IPC.
C. The EPP demonstrates efforts to know and address state and local needs and shortage areas.	1. The EPP develops plan for addressing state and local needs for educators.	1. The EPP will submit a plan with the TPIP collected one year from the implementation of the revised IPC.
D. Standards Review	1. The community of educator preparation stakeholders assures currency and excellence in practice by reviewing its standards, minimally, every ten years.	1. MSDE will facilitate a work group to review the Maryland Educator Preparation Standards within ten years of their adoption.

1. If the outcome of the state program approval visit is conditional approval or probation, the institution is then identified as *"at risk for low performing or low performing"* according to the reporting guidelines of Title II. The on-site review schedule is modified to meet state requirements.

2. Upon adoption of the Maryland Educator Preparation Standards, MSDE will facilitate the revision of the *PDS Implementation Manual*, and the *PDS Implementation Framework* in collaboration with a representative stakeholder work group. (November 2018-November 2019). One year following the completion of those documents, MSDE will hold three pilot standards reviews. (2019-2020.)

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Appendix III

Teacher Induction, Retention, and Advancement Act of 2016 Workgroup

Interim Report

Annapolis, Maryland
November 2016

Table of Contents

Teacher Induction, Retention, and Advancement Act of 2016
Workgroup Members

Ms. Sarah Spross, Maryland State Department of Education, Chairman

Ms. Tess Blumenthal, Maryland Association of Elementary School Principals (MAESP)
Ms. Amanda Conn, Esq., Maryland State Department of Education (MSDE)
Dr. Emily Dow, Maryland Higher Education Commission (MHEC)
Ms. Marietta English, Baltimore Teachers Union (BTU)
Ms. Linda Gronberg-Quinn, Maryland Association of Directors of Education at Community Colleges (MADTECC)
Dr. Deborah Kraft, Maryland Independent Colleges and University Association (MICUA)
Dr. Nancy Shapiro, University of Maryland System (USM)
Ms. Rowena Shurn, Maryland State Educators Association (MSEA)
Dr. Jack Smith, Public School Superintendents Association of Maryland (PSSAM)
Ms. Annette Wallace, Maryland Association of Secondary School Principals (MASSP)
Ms. Laura Weeldryer, Maryland State Board of Education (SBOE)

Maryland State Department of Education Staff
Ms. Jessica Bancroft
Ms. Alexandra Cambra
Ms. Ruth Downs
Ms. Kelly Meadows

Workgroup Charge and Process

Introduction:

In the 2016 Maryland General Assembly, legislation was passed concerning teacher retention and induction. Chapter 740 (Senate Bill 493) - Teacher Induction, Retention and Incentive Act of 2016 (Appendix I) altered the incentives provided for teachers, and created a new voluntary pilot program for first-year teachers to allow more time for planning, peer observation, and mentoring. Additionally, the Act required the Maryland State Department of Education (MSDE) to convene a group of stakeholders to include representatives of primary and secondary education, higher education, and education policy experts to determine effective recruitment, retention, and the promotion of quality educators at all levels. The workgroup convened by MSDE is to deliver an interim report to the Governor and the General Assembly on November 1, 2016 and a final report on November 1, 2017.

Charges:

The workgroup shall determine how
- to recruit, retain, and promote quality teachers at all levels of education in the State;
- to incorporate and interweave the principals of National Board Certification with the Advanced Professional Certificate, Master of Education programs, and other teacher preparation programs;
- to make the teacher recertification process more valuable including an exploration of how to link recertification to career ladders and content or high need area specializations;
- to link loan forgiveness to teaching in high need schools;
- to incorporate induction best practices into professional eligibility certificates; and
- to determine if or how existing state laws and regulations impact recruitment, retention, and promotion for each of the following areas:
    a. individual and team competency;
    b. performance measurement and management;
    c. reward and recognition for excellent work; and
    d. discipline in the classroom.

The workgroup shall make recommendations regarding
1) The findings of the above referenced items;
2) Legislative changes that will ensure that teacher academies, as authorized under the Every Student Succeeds Act, will be of the highest quality and rigor if they are implemented in Maryland, and that the individuals that participate in these academies will be fully prepared and trained to be in a classroom in Maryland;
3) A coordinated statewide strategy for recruiting , retaining, and promoting quality teachers at all levels of education; and
4) The best methods of incentivizing effective teachers to choose to teach in low-performing schools and schools with a critical mass of economically disadvantaged students in light of federal regulations that require the equitable distribution of effective teachers.

Process:
To effectively and efficiently manage its charge, at the first meeting five committees were identified and workgroup members were asked to identify one individual to represent their organizations on each of the committees, each responsible for focusing on specific aspects of the charge. Each group was responsible for using the data provided to all workgroup members and to independently collect additional data to formulate sub-recommendations to be presented to the workgroup members as related to their assigned topic. The committee assignments and responsibilities are found on page 6.

Initial meetings were rich with materials and presentations by speakers suggested by workgroup members and the chair to facilitate their work. Materials included numerous newspaper articles, studies from a number of educational organizations addressing the various topics, incentive information from each of the fifty states, attrition data from Maryland, and state laws and regulations pertaining to teacher certification, induction, and preparation. Workgroup members were given the opportunity to request additional speakers or information from the chair and staff.

Beginning on July 19, 2016, the committees were given time to discuss their topics and how to use the information provided and to identify additional information needed to make clear and concise sub-recommendations concerning how to recruit, prepare teacher candidates, facilitate induction, and retain quality teachers in Maryland.

In August, the committees presented their sub-recommendations to the full workgroup and the workgroup members adopted its interim recommendations. Workgroup members had the opportunity to review and discuss the draft interim report at the October 4, 2016 meeting.

Committee Assignments and Responsibilities (Appendix II)

Committee 1: Determine how to _recruit_ quality teachers at all levels of education in Maryland

Audra Butler	Anne Arundel Community College	MADTECC
Carrie Conley	Montgomery County Public Schools	MAESP
Matthew Record	Worcester County Public Schools	MASSP
Tanya Williams	Hood College	MICUA
Jeanne-Marie Holly	Division of College and Career Readiness	MSDE
Mary Tillar	Anne Arundel County Public Schools	PSSAM
Nomsa Geleta	University of Maryland Eastern Shore	USM

Committee 2: Determine how to _prepare_ quality teachers at all levels of education in Maryland

Debra Poese	Montgomery Community College	MADTECC
Monique Sloan	Prince George's County Public Schools	MAESP
Chris Merson	Carroll County Public Schools	MASSP
Stacey Brown-Hobbs	Mount St. Mary's College	MHEC
Chadia Abras	Johns Hopkins University	MICUA
Michelle Dunkle	Division of Educator Effectiveness	MSDE
Robin McNair	Prince George's County Public Schools	MSEA
Laurie Mullen	Towson University	USM

Committee 3: Determine how to _induct_ quality teachers at all levels of education in Maryland

Deanna Stock	Chesapeake College	MADTEC
Phylis Lloyd	Baltimore City Public Schools	MAESP
Lance Pace	Prince George's County Public Schools	MASSP
Stacy Williams	Loyola College	MICUA
Cecilia Roe	Division of Curriculum, Assessment and Accountability	MSDE
Cathy Carpela	Montgomery County Public Schools	MSEA
Heather Lageman	Baltimore County Public Schools	PSSAM
Kelly Fiala	Salisbury University	USM

Committee 4: Determine how to _retain_ quality teachers at all levels of education in Maryland

Stacie Burch	Anne Arundel Community College	MADTECC
Lisa Booth	Howard County Public Schools	MAESP
Conrad Judy	Retired Principal	MASSP
Judy Jenkins	Goucher College	MICUA
Justin Heid	Frederick County Public Schools	MSEA
Gene Schaffer	University of Maryland Baltimore County	USM

Committee 5: Education Article §11-208

Fran Kroll	Howard Community College	MADTECC
Sister Sharon Slear	Notre Dame University	MHEC
Margret Trader	McDaniel College	MICUA
Maggie Madden	Division of Educator Effectiveness	MSDE
Kathie Walasik	Baltimore County Public Schools	MSEA
Kathy Angeletti	University of Maryland College Park	USM
Derek Simmonsen	Office of the Attorney General	OAG
Amanda Conn	Executive Director, Legislative Services	MSDE

Summary of Meetings

June 22, 2016

This was the first meeting of the workgroup with eight members present. Sarah Spross, Chair and Dr. Karen Salmon, then Acting State Superintendent, opened the meeting with introductions and expectations. Ms. Spross introduced Senate Bill 493, the legislation passed by the General Assembly, which required MSDE to create the workgroup.

Ms. Spross advised the workgroup members that the workgroup is considered to be a public body and, under the Open Meetings Act, the work conducted must be done in the open and must be transparent to the public. She counseled members to expect observers at the meetings and advised the group that there will be time for public comment at future meetings.

Ms. Spross introduced the charge and outlined the reporting requirements. Five committees were identified and workgroup members were ask to identify one individual to represent their organizations on each of the committees, each responsible for focusing on specific aspects of the charge. (Appendix II)

Materials of Interest

At this meeting, the workgroup members were given 25 documents including Senate Bill 493,the Annotated Code of Maryland, Education Articles §6-112 State and Local Aid Program for Certification or Renewal of Certification, §6-202(b) Probationary Period, and §6-306 County Grants for National Certification, §6-705. Also included were Reciprocity in Certification of Teachers, §11-208 National Accreditation, Code of Maryland Regulations 13A.07.01 Teacher Mentoring Programs, COMAR 13A.07.06.01 Program Approval, 13A.07.08, Incentive Programs for Certification by the National Board for Professional Teaching Standards, 13A.12.01.04 Options for Obtaining Initial Certification in Maryland, chart of Teacher Preparation Program Reform Efforts, the December 1, 2015 Joint Chairmen Reports on Teacher Development and Ensuring High Quality Teachers, The 1995 *Redesign of Teacher Education*, The *Maryland Institutional Performance Criteria*, Teacher Attrition Data, and seven various studies and newspaper articles on the topic of teacher induction, retention, and advancement. (Appendix III)

July 7, 2016

This was the second meeting of the workgroup with seven members present. Two speakers were invited to present information and to respond to questions at this meeting.

Ms. Jeanne-Marie Holly, Program Manager, Career and Technology Education Systems, Maryland State Department of Education, presented the Teacher Academies of Maryland (TAM) and its relation to the workgroup. TAM is a state-approved Career and Technology Program of Study (CTE). It was developed in 2005-2006 with representatives from local school systems, community colleges, baccalaureate degree granting institutions, the Maryland Higher Education Commission, the University of Maryland System, and MSDE.

TAM prepares high school students for further education and careers in the education profession. It is currently offered in 18 of Maryland's 24 Local School Systems (LSSs) and there are currently five statewide articulation agreements with various Institutions of Higher Education (IHE). In 2015, there were 2,105 students enrolled in this program and over 90% of the TAM students passed the industry recognized credential, *the ParaPro*, which was 11% higher than the state average for all industry credentials for all CTE programs.

All members agree that this was a great example of collaboration between the Higher Education and the Maryland PreK-12 Communities and is a unique approach to engaging students early regarding the education profession.

Ms. Cecelia Roe, Director of Instruction Assessment & Professional Learning, Division of Curriculum, Assessment, and Accountability, Maryland State Department of Education, summarized the COMAR Regulations that pertain to teacher induction in Maryland. Furthermore, she provided an overview of how LSSs provide professional development to their teachers. While each county's professional development plan may be different, Ms. Roe reported that all LSSs offer pre-school year orientation, provide mentors some sort of professional development throughout the year, and focus on discipline, planning, and assessment.

Workgroup members expressed interest concerning the qualifications required of mentors and whether or not MSDE and LSSs have collaborated with IHE's for professional development. Members indicated that further research and discussion is needed on both topics. (Appendix IV)

Materials of Interest
At this meeting, workgroup members were given information from each of the presenters, documents exploring teacher retirement programs, causes for educator separation, information regarding Council for the Accreditation of Educator Preparation (CAEP) and various reports and articles. (Appendix V)

July 19, 2016
This was the third meeting of the workgroup with ten members present. During this meeting, the five sub-committees, recruitment, preparation, induction, retention and Education Article §11-208 met for the first time.

Ms. Spross briefly reiterated the charge of the workgroup and recommended providing the opportunity for public comment at both the August 2 and August 16 meetings. Workgroup members agreed that this would be beneficial.

The five committees were given approximately 1.5 hours to discuss their topics. At the conclusion of the work session, each committee provided an update to the workgroup members. Committee reports and workgroup discussions are reflected in the July 19, 2016 minutes. (Appendix VI)

Materials of Interest
At this meeting, workgroup and committee members were given information that pertained to the work of each committee: recruitment, preparation, induction, retention and Education Article §11-208. Documents primarily included articles but additional information was provided on National Board Certification and CAEP. (Appendix VII)

August 2, 2016
This was the fourth meeting of the Task Force with ten members present. This meeting had time allocated for public comment; however, no one signed up. Notice was provided for public comment at the August 16, 2016 meeting. There will be more opportunities for public comment.

Ms. Spross addressed the confusion that was experienced by both committee and workgroup members at the July 19th meeting. Some committee members expressed confusion regarding their assignments (member vs. alternate) and that there was a misunderstanding about how many representatives could participate in the committee work. As has been previously shared, each stakeholder group has an equal voice, and with that understanding, will have equal representation on both the workgroup and the committees. This means that each committee shall only have one representative from an organization at the table as a participant at any given time. The alternate would fill in for that member if he or she is unable to attend a meeting or needs to leave early.

The five committees were given approximately 1.5 hours to discuss their topics. Committee reports and workgroup discussions are reflected in the August 2, 2016 minutes. (Appendix VIII)

Materials of Interest
At this meeting, workgroup and committee members were given information that pertained to the work of each committee: recruitment, preparation, induction, retention and Education Article 11-208. Documents included statutes, regulations and articles. (Appendix IX)

August 8, 2016
A committee meeting was held. This meeting afforded committee members the opportunity to work in their groups to begin formulating their interim recommendations.

August 16, 2016

This was the fifth meeting of the workgroup with nine members present. The location for this meeting was changed to the Baltimore County Library - Arbutus Branch due to space constraints at the Odenton Regional Library. This meeting also had time allocated for public comment; however, no one appeared to give testimony. There will be additional opportunities for public comment.

Time was allocated on the agenda for the committees briefly to meet to review their interim recommendations. The majority of this meeting was dedicated to the committees presenting their work and to make initial recommendation(s) to the workgroup. All five committees reported out, and the discussions are reflected in the August 16, 2016 minutes. (Appendix X)

Materials of Interest
At this meeting workgroup and committee members were given information that pertained to the work of each committee: recruitment, preparation, induction, retention and Education Article 11-208. In addition to various articles, workgroup and committee members were provided data regarding National Board Certified Teachers in Maryland, a chart comparing the Maryland IPC to the CAEP standards, and the 2014-2016 Teacher Staffing Report. (Appendix XI)

October 4, 2016

This was the sixth meeting of the workgroup with nine members present. The date for this meeting was changed from Wednesday, September 28, 2016 to Tuesday, October 4, 2016 to accommodate schedules of several workgroup members. In addition, this meeting location was changed to the Maryland State Department of Education because none of the facilities formerly used - the Odenton Regional Library, the Baltimore County Library Arbutus Branch, and the Baltimore County Library Owings Mills Branch - were available for use.

Workgroup members reviewed and discussed the draft report. The workgroup's interim recommendations will be found in the Interim Recommendation section beginning on page 13 of this report.

The Chair advised the work group to consider the draft as confidential and not to be disseminated. (Appendix XII)

Materials of Interest
At this meeting, workgroup members were given information that pertained to the work of each of the committees: recruitment, preparation, induction, retention and Education Article 11-208. In addition to other reports and articles, members received a number of reports recently generated by the Learning Policy Institute. (Appendix XI)

Meeting Attendance

Name	Organization	6/22/16	7/7/16	7/19/16	8/2/16	8/8/16	8/16/16	10/4/16
Amanda Conn Executive Director Governmental Relations	Maryland State Department of Education (MSDE)	Abs.	X	X	X	X	X	X
Emily Dow Assistant Secretary	Maryland Higher Education Commission (MHEC)	X James Fielder	X	X	X Jon Enriquez	Abs.	X	X Michael Kiphart
Marletta English President	Baltimore Teachers Union (BTU)	Abs.	Abs.	Abs.	Abs.	Abs.	Abs.	Abs.
Linda Gronberg-Quinn Chair	Maryland Association of Directors of Teacher Education at Community Colleges (MADTECC)	X	X	X	X	X	X	X Fran Kroll
Deborah Kraft Dean, School of Education Stevenson University	Maryland Independent College and University Association (MICUA)	X	X	X Jennifer Frank	X	X	X	X
Tess Blumenthal Member, Executive Board	Maryland Association of Elementary School Principals (MAESP)	Abs.	Abs.	X	X	X	X	X
Nancy Shapiro, Associate Vice-Chancellor	University of Maryland System (UMD)	X	X	X	X Donna Wiseman	X Donna Wiseman	X	X Kathy Angeletti
Jack Smith Superintendent	Public School Superintendents Association of Maryland (PSSAM)	X Renee Spence	Abs.	X Gail Bennett	X Gail Bennett	X Renee Spence	X Gail Bennett	X Gail Bennett
Sarah Spross, Chair Assistant State Superintendent	Maryland State Department of Education (MSDE)	X	X	X	X	X	X	X
Annette Wallace Principal, Pocomoke High School	Maryland Association of Secondary School Principals (MASSP)	X	Abs.	X	X	?	Abs.	Abs.
Rowena Shurn Teacher	Maryland State Education Association (MSEA)	X	X	X	X	X Geraldine Duvall	X	X
Laura Weeldryer Member	Maryland State Board of Education (SBOE)	Abs.	Abs.	Abs.	Abs.	Abs.	Abs.	Abs.

Kelly Meadows, Staff	Maryland State Department of Education (MSDE)	X	X	X	X	X	X	Abs.
Alex Cambra, Staff	Maryland State Department of Education (MSDE)	X	X	X	X	X	X	X
Jessica Bancroft, Staff	Maryland State Department of Education (MSDE)	X	X	X	X	Abs.	X	X
Derek Simmonsen, Attorney	Maryland State Department of Education (MSDE)	X	Abs.	X	X	X	X	X
Ruth Downs, Staff	Maryland State Department of Education (MSDE)	X	X	X	X	X	X	X
Sylvia Lawson	Maryland State Department of Education (MSDE)	NA	X	X	X	Abs.	X	Abs.

Interim Recommendations

Committee 1: Determine how to recruit quality teachers at all levels of education in Maryland

Committee 1 was charged with discussing and considering how to recruit quality teachers at all levels in Maryland. Specifically, the committee was to consider:

(1) How to incorporate and interweave the principals of National Board Certification with the Advanced Professional Certificate, Master of Education programs, and other teacher preparation programs [Section 5(a)(1)(ii)]

(2) How to link loan forgiveness to teaching in high need schools [Section 5(a)(1)(iv)]

(3) How to make optimum use of alternative certification programs and/or Conditional Certification

(4) How to enhance Specialized Professional Areas as routes to certification

Because Chapter 740 linked teacher quality incentives to National Board Certification (NBC), the committee did discuss the tenets of NBC. The committee intends to further explore how to tie NBC into recruitment efforts but expressed concern about linking educator certification to NBC.

Furthermore, the committee expressed a need to further study educator certification with the overall goal of breaking down barriers to becoming certificated in Maryland. The committee also looked at specialized areas of certification, the conditional certificate, and alternative routes to certification, noting how difficult some areas of certification are to fill. Further conversations focused on critical teacher shortage areas.

The committee discussed how to link loan forgiveness to recruitment and a review of the required basic skills assessment. The committee intends to continue to research and explore the above areas.

Specific recommendations relating to the charges in Chapter 740 include:

A. **How to incorporate and interweave the principals of National Board Certification with the Advanced Professional Certificate, Master of Education programs, and other teacher preparation programs (Section 5. (a)(1)(ii)).** Teacher preparation programs at the undergraduate and graduate level should include the tenets/principles (core propositions) of National Board Certification (NBC) as they support quality teaching and learning experiences (interwoven throughout course of study to reinforce interdisciplinary connection). However, NBC should not be a

requirement of educator preparation programs nor should it be a requirement for Maryland certification. The committee recognizes that NBC is already an alternate pathway to achieve the Advanced Professional Certification (APC) in Code of Maryland (COMAR). The Committee will continue to explore allowing educators who hold NBC and enter Maryland from another state to use their NBC as a route to professional certification.

B. How to link loan forgiveness to teaching in high needs schools (Section 5. (a)(1)(iv)). The committee believes loan forgiveness should be a focused marketing tool for teachers only vs. all employees. This extends beyond "High Need" schools in hard to fill areas (STEM, SPED, etc.). Loan Forgiveness should be clearly communicated during recruitment to enhance recruitment/marketing efforts with a guarantee upon hiring vs. condition of hiring. Loan forgiveness programs should be tailored to teachers, easy for college students to understand, and marketed at the collegiate level with transparent and clear language to facilitate easy navigation. Loan forgiveness should occur at the beginning and the end of a program of study (financial support with entry and conclusion). Finally, the committee will continue to explore the concept of LSSs linking loan forgiveness to a required "years of service" clause.

C. Quality Teacher Stipends. The committee has begun discussions concerning Quality Teacher Incentives. Members have expressed concern that currently only National Board Certified teachers are eligible for this financial incentive and this limited scope does not encompass the full spectrum of educators who may be responsible for the improvement of a low performing school or who are contributing to positive growth of the educational community.

As was reported in the December 1, 2015 Joint Chairman's Report, *Teacher Development* (R00A02.55 p. 107), the current language of the Quality Teacher Incentive Act has created a disincentive for improving school performance. Once a school is no longer designated as a "comprehensive needs school", its teachers are no longer eligible to receive the stipend. As such, the committee has acknowledged that further research needs to conducted regarding the various types of incentives that promote continued growth within a school program.

Currently, there are generally four alternative teacher compensation systems that are in use or being discussed throughout the education community. They include:

- Merit Pay: individual teachers receive bonuses based on improvements in their performance;
- Knowledge and Skills Based Pay: teachers can earn permanent increases for acquiring new skills;

- Performance Pay: teachers earn increases tied to improvements in student performance; and
- School-Based Performance Pay: all professional staff in a school earn a bonus if the school achieves its goals.

The committee is continuing to explore how to expand the Quality Teacher Incentive Act to expand eligibility to those individuals who hold an Advanced Professional Certificate, work in a comprehensive needs school, and are responsible for providing an added benefit to the school community, such as mentoring, in addition to their regularly assigned duties.

D. Alternative Certification Programs: Conditional Certificate. The committee will explore different options for basic skills assessments, including whether assessments are the only way to measure basic skills and what multiple measures could be considered toward meeting this requirement. The group will continue to explore and address if a performance-based assessment should be considered.

E. Specialized Professional Areas: Routes to Certification. The committee will explore what minimum pedagogy requirements are essential for all teachers, with the possibility of adding an "adjunct" certificate to the continuum of certifications offered in Maryland (e.g., the BSO violinist, the NASA engineer, etc.). The intent is to allow an individual, who is currently employed in their field, to provide one or two courses to a LSS, without lowering the certification standards and without forcing these individuals to leave their full-time jobs.

F. Additional Recommendations. The committee will explore the expansion of Teacher Academies with the goal of increasing the number of LSSs and students participating.

Committee 2: Determine how to prepare quality teachers at all levels of education in Maryland

Committee 2 was charged with discussing and considering how to prepare quality teachers at all levels in Maryland. Specifically the committee was to consider:

(1) how existing laws and regulations impact teacher recruitment, retention, and promotion for discipline in the classroom (Section 5. (a)(1)(vi)(4));

(2) recommending legislative changes that will ensure that teacher preparation academies, as authorized under the federal Every Student Succeeds Act (ESSA), will be of the highest quality and rigor if they are implemented in Maryland, and that the individuals who participate in these academies will be fully prepared and trained to be in a classroom in Maryland (Section 5.(b)(2));

(3) a review of the *Institutional Performance Criteria*, the framework for Maryland's approval of teacher preparation programs;

(4) further exploration of national Specialized Professional Association (SPAs), Interstate New Teachers Assessment and Support Consortium, (InTASC) and other Program Review Options.

Specific recommendations relating to the charges in Chapter 740 include:

A. **"Discipline in the classroom."** The committee noted that there needs to be consideration of discipline in the classroom; however, the committee still had not met consensus regarding the intended definitions of the terms "classroom discipline" and "classroom management". The committee asked for further clarification of the intent of the charge and noted they will continue to explore an alignment between districts and the methodology of classroom discipline.

Based on the request for clarification, Ms. Spross indicated that the probable intent was to ensure that students are prepared to work with a continuum of students from diverse socioeconomic and cultural backgrounds. Furthermore, that educator interns should also be prepared to address special needs students and have the skills to manage a variety of behaviors in the classroom.

B. **Recommendations for Legislative Changes.** The committee did not have specific recommendations for the workgroup to consider at this point in time. Rather, the committee would continue to explore and research:

A. Classroom management strategies;
B. Restorative practices for discipline;
C. Making recommendations for legislative changes regarding ESSA;
D. Whether an alternative preparation program, teacher academy, or university-based academy, all are held to the same high standards;
E. Revision of the *Maryland Institutional Performance Criteria*; and,
F. Requirements of various accreditation and national specialized professional associations.

Committee 3: Determine how to induct quality teachers at all levels of education in Maryland

Committee 3 was charged with determining how to induct quality teachers at all levels of education in the State. Specifically, the committee was to consider:

(1) How to incorporate induction best practices into professional eligibility certificates [Section 5(a)(1)(v)];

(2) How existing laws and regulations impact teacher recruitment, retention, and promotion for individual and team competency [Section 5(a)(1)(vi)1];

(3) How existing laws and regulations impact teacher recruitment, retention, and promotion for performance measurement and management [Section 5(a)(1)(vi)2.].

Specific recommendations relating to the charges in Chapter 740 include:

A. How to incorporate induction best practices into professional eligibility certificates. (Section 5(a)(1)(v)) The committee recommends that no action be taken on this charge. Professional Eligibility Certificates do not offer a candidate access to students in a classroom, and based on known best practices of induction, a candidate must have access to students in a teaching environment and be engaged with a mentor teacher to best be served by any induction practice. Continued discussion of this charge must include a discussion of access to a district and a classroom, and how the experience of an educator who has not been hired by the district would be financed.

B. How existing laws and regulations impact teacher recruitment, retention, and promotion for individual and team competence and how existing laws and regulations impact teacher recruitment, retention, and promotion for performance measurement and management. (Section 5 (a)(1)(vi)1 and (a)(1)(vi)2).
The committee believed that these two charges can be addressed at the same time. The committee noted that COMAR 13A.07.01 clearly articulates the best practices in new teacher induction, as supported by research, literature, and current practice. If all requirements for induction in COMAR are adhered to, there will be an improvement in recruitment and retention. An individual who knows a school district will support him or her, through best induction practices, as a new teacher may choose this district for employment over another district. With induction best practices in place and extended to the new teacher, the teacher may be more likely to stay in the teaching position and district, increasing the effectiveness of both recruitment and retention. Individuals who are nurtured through the best practices outlined in COMAR will improve individual and team competency.

Similarly, if COMAR 13A.07.01 is followed as it is articulated, the recruitment and retention issues are consistent with the above scenario. Furthermore, following best practices in COMAR should result in an improvement in the ability to identify and address performance measurement and management.

The committee will continue to research and explore the requirements of a mentor teacher and best practices of induction. The committee noted that COMAR regulations

relating to induction were updated in 2011 to include these best practices. The committee intends to look at these regulations and offer further suggestions for revisions.

Finally, the committee has discussed the need for the preK-12 and IHE community to collaborate on ways to integrate the mentoring received by the IHE during the clinical internship with the mentoring received during the educator's first year as a teacher. The committee will continue to explore ways for IHEs and LSSs to partner in order to provide induction programs.

C. Qualifications for a Mentor Teacher
The committee recommended that language be added to COMAR 13A.07.01.04 to reflect the following qualifications for mentor teachers:

- Tenured;
- Have a minimum of three years' experience, with five years teaching experience preferred;
- Be in good standing with a rating of "highly effective" or the equivalent rating, depending upon the rating scale used by the LSS;
- Receive a recommendation from a principal or administrator; and
- Express a willingness to participate in professional development specific to mentoring.

Furthermore, mentor teachers should receive training in best practices. Mentor teachers and administrators should mutually agree to the mentorship position.

D. EdTPA
Students from some of Maryland's teacher education programs complete an edTPA assessment in the final semester of their program and use these assessment results to develop an edTPA Professional Growth Plan. (edTPA is a performance assessment based on the National Board for Professional Teaching Standards that is designed to help determine if new teachers are ready to enter the profession with the skills necessary to help all of their students learn.)

There was a recommendation that, for graduates of IHEs that have students complete an edTPA Professional Growth Plan, the induction mentors should be encouraged to ask the new teacher for the plan so that induction supports can be differentiated for the new teachers with whom they work. Opposition to this idea came from a few committee members who thought the committee charge was to discuss only the qualifications of the mentor for induction and that the idea of a professional development plan from the new teacher did not need to be included in the committee

proposal. Additionally, concern was expressed regarding the inclusion of only one performance assessment program.

Committee 4: Determine how to retain quality teachers at all levels of education in Maryland

Committee 4 was charged with determining how to retain quality teachers at all levels of education in Maryland. Specifically, the committee was to consider:

(1) how to make the teacher recertification process more valuable, including an exploration of how to link recertification to career ladders and content or high need area specializations [Section 5(a)(1)(iii)];

(2) how existing laws and regulations impact teacher recruitment, retention, and promotion for reward and recognition for excellent work [Section 5(a)(1)(vi)3.];

(3) recommending best methods of incentivizing effective teachers to choose to teach in low-performing schools and in schools with a critical mass of economically disadvantaged students in light of federal regulations that require equitable distribution of effective teachers [Section 5(b)(4)]; and

(4) evaluate for efficacy whether or not the Anne Arundel County Grant for Teaching in an Economically Disadvantaged School (Section 2: ends June 30, 2019) Section 5(a)(2) the stipend created under 6-306(c), and as enacted by Section 2 of Chapter 740, was effective in retaining effective teachers in schools with a critical mass of economically disadvantaged students. (Note: Determining this program's effectiveness cannot begin until the program becomes operational and funding for it has begun.)

The committee preferred to use the phrase "career lattice" and not "career ladder" as a way to conceptualize an educator's career development in more broad terms. Teachers need to be valued for their time and experience. The committee is considering expanding the options that might be available in addition to NBC. The committee also noted the need for recognition of teachers as a way to increase retention. In addition, any new policy needs to address the issue of diversity throughout all districts and schools.

The committee determined that the national discussion on retention is not necessarily mirrored in Maryland based on a preliminary analysis of Maryland data. The national discussion is less nuanced than may be needed to create a strong policy to improve retention. First, the committee proposes a policy that takes into account variation among districts. Furthermore, additional analysis is needed to examine attrition. These analyses include, but are not limited to, attrition by subject matter, but extend to attrition at the school rather than district level, and attrition based on teacher pay, school location, and school climate and community poverty.

Specific recommendations relating to the charges in Chapter 740 include:

A. How to make the teacher recertification process more valuable, including an exploration of how to link recertification to career ladders and content or high need area specializations. (Section 5 (a)(I)(iii))

Career Lattice: Consider alternative career structures that fit the Maryland environments of both small rural and large urban and suburban districts. The lattice should reflect the development of teachers' expertise and experience and offer options, opportunities, and alternative pathways throughout their career.

Mentoring: Review mentoring models for beginning teachers that expand in duration and complexity. Teachers benefit from mentoring that reflects their needs in content, child development, and teacher experience and expertise. Just as first year teachers may require assistance with organizing classroom environments and instructional clarity, second and third year teachers often grow in expertise; therefore, while mentoring remains valuable, the emphasis can shift to exploring student's in-depth learning and developing teacher expertise in advanced content. Mentors should be a major population for training as well.

National Board for Professional Teaching Standards: The committee recognizes the incentives and recognition that NBC provides teachers, but also is aware of the cost to teachers to achieve NBC - both financially and time-wise to teachers and schools. Reviews of independent assessments of the benefits and limitations of NBC should be undertaken by the committee within the context of career lattice.

B. How existing laws and regulations impact teacher recruitment, retention, and promotion for reward and recognition for excellent work. (Section 5(a)(1)(VI))

Beginning Teacher Pilot Program: Chapter 740 provides 20% additional planning time for beginning teachers. This appears to be a valuable contribution to support beginning teachers, but there are a number of questions that need to be answered before this proposal becomes widely implemented. Among the questions that need to be answered:
- Does a reduced load in fact increase teacher expertise or reduce issues of retention of first year teachers?
- How do districts support beginning teachers to assure they benefit from the increase of planning time?
- As giving five new teacher's increased planning time would require the employment of an additional teacher, how would districts absorb the related costs?

Examination of Laws and Regulations: An example of a regulation that limits recruiting is the practice of individual teacher candidates submitting documentation to the state for certification rather than submission of all graduates of a program by the university or college. The submission of all graduates from a given semester by the institutions would reduce paper work and the back and forth between the individual teacher candidate and the state. Paperwork would not be submitted until reviewed and approved by the institutions for this population. The state's role would be verification. While this does not address all certification issues, it would reduce a significant bottleneck in the process. Other regulations could be reviewed in the same manner.

C. Make recommendations regarding the best methods of incentivizing effective teachers to choose to teach in low performing schools and schools with a critical mass of economically disadvantaged students in light of federal regulations that require equitable distribution of effective teachers. (Section 5(b)4)

Teacher Voices: Any discussion of retention and assignment of teachers should recognize the teachers' voices and include a variety of teachers in those discussions about what increases commitment and retention in their schools. The committee suggests inviting a range of teachers from across the spectrum of schools and of varying experiences and expertise to inform the committee on desirable incentives to increase retention in, and commitment to, challenging settings.

Program Reviews: The committee will review practices by states and districts to assure all students receive quality instruction.

Anne Arundel County Grant for Teaching in an Economically Disadvantaged School: Finally, the committee was charged with assessment of the Anne Arundel County Grant for Teaching in an Economically Disadvantaged School. This grant has not been implemented at this time and, therefore, no assessment is possible.

Committee 5: Education Article §11-208

Committee 5 was charged with reviewing Education Article (EA) §11-208. Under EA §11-208 Institutions of Higher Education may not offer graduate and undergraduate programs in teacher preparation that result in teacher certification unless the program has received national accreditation which is defined as "teacher education accreditation by an accrediting agency recognized by the U.S. Department of Education and endorsed by the Department" (MSDE).

Two accrediting agencies previously met the definition of national accreditation in §11-208: the Teacher Education Accreditation Council (TEAC) and National Council for Accreditation of

Teacher Education (NCATE). In 2016, those two entities merged to form a new accrediting agency: the Council for Accreditation of Educator Preparation (CAEP). As a result of the consolidation, both TEAC and NCATE declined to renew their recognition by the U.S. Department of Education.

As of July, 2016, CAEP is not currently recognized by the U.S. Department of Education. Although CAEP expects its new standards for the accreditation of teacher preparation programs to be in place by the fall of 2016, recognition by U.S. Department of Education is not likely to occur for several years. That means that there is currently no national accrediting agency for teacher preparation programs that is recognized by the U.S. Department of Education (USDE). As a result, all IHEs in Maryland may no longer offer undergraduate or graduate programs that certify teachers since there is no other accrediting agency that meets the requirements of §11-208, specifically the requirement that an accrediting agency be recognized by the U.S. Department of Education.

Since the Workgroup was to be convened that contained representatives from MSDE, LSSs, and IHEs, Dr. Salmon asked for the Workgroup to formulate recommendations to MSDE on how EA §11-208 should be amended to deal with the lack of a USDE endorsed accrediting agency. She stated that it was MSDE's intention to request departmental legislation to address the problem of the lack of a USDE-endorsed accrediting agency.

The Committee discussed their overall goals relating to the need to amend EA §11-208. The Committee suggested that the statute be amended in a way that if other national accrediting bodies merge or no longer exist, there were other avenues that an IHE could receive approval of their teacher preparation program, and that recognition of an accrediting agency did not depend, solely, on a federal agency which the state does not control. In other words, recommend changes to the statute that would prevent another situation in the future whereby no accrediting agencies exist that can approve an IHE's graduate or undergraduate program, leading to graduates not being certified by MSDE.

The Committee also discussed other issues relating to teacher preparation such as including alternative teacher preparation programs within the scope of EA §11-208 and a review of the standards for MSDE program approval. MSDE stated that since it was charged with preparing departmental legislation to deal with the CAEP issue that including alternative teacher preparation programs was outside of the purview of the departmental legislation.

Specific recommendations relating to the charges in Chapter 740 include:

A. Attached as Appendix XIV is a draft of §11-208 that includes the changes recommended by the Committee. These changes are:

- Create two pathways for IHEs to receive approval of programs that would certify a graduate to teach: (1) national accreditation; or (2) MSDE approval;

- Alter the definition of "national accreditation" to mean an accreditation agency recognized by both MSDE and MHEC;
- State explicitly that the pathway for approval is determined by the IHE;
- Require MSDE and MHEC to consider national professional standards that are comparable to the standards used by MSDE when determining whether to recognize an accrediting agency; and
- Other small technical changes related to the above provisions.

B. Committee 5 has completed their charge.

Additional Recommendations from MSDE

A. **Invite a representative from the Alternative preparation Community to be a member of the Workgroup.** Based on discussions and recommendations of committee five during the August 16, 2016 meeting concerning the approval requirements of the Maryland Approved Alternative Preparation Programs that lead to educator certification, MSDE believes it is essential for members from that community to be present to participate in the larger discussion. As such, MSDE will be inviting a representative from the Alternative Preparation Community to participate as a member of the workgroup. As with other workgroup members, this individual will be asked to identify one individual to represent their community on each of the committees.

B. **Identify local and national education policy leaders to address the workgroup members on recent developments on teacher recruitment, preparation, and retention.** While committees have been given a variety of reports, studies, and articles generated by national education policy leaders on topics related to recruitment, educator preparation, induction, and retention, some of the interim recommendations do not reflect an analysis or consideration of these ideas.

As such, the focus of our next meeting (November 14th) will be for the workgroup members to meet without the committees to regroup and articulate guidance, identifying pertinent topics that committees may not have considered or need further development that will be critical to the outcome of the final report. Topics may include, but are not limited to, further development of how stipends can be expanded, specific recommendations as to the criteria used for approving and evaluating teacher preparation programs, analysis as to why Maryland prepared educators are not staying in Maryland to teach, and specific strategies for retaining teachers.

C. **Establish a new committee 5 responsible for the researching and expanding the recommendation for the structure of the Quality Teacher Stipend.** As required by Chapter 740 and the Joint Chairman's Report of the Session of 2016 (R00A02.55 page 109), MSDE is required to submit a report including any statutory changes that would allow for increased flexibility in

allocating the Quality Teacher Incentive grants. These recommendations must be informed by the use of new assessment data to review the status and progress of comprehensive need schools .

These requirements represent the recommendations made in the December 1, 2015 Joint Chairman's Report, *Teacher Development* (R00A02.55 p. 107). Specifically, this report recommended that a comprehensive study by a diverse stakeholder group should be completed during the 16-17 school year resulting in a comprehensive plan with recommendations for implementation in FY 2018. These recommendations could include a range of high Return on Investment (ROI) programs, including loan forgiveness, induction support, career ladders, collaboratively developed professional development opportunities with higher education, and industry-, school- or LSS-based stipends and other evidenced based suggestions included in the P-20 Teacher Education Task Force and JCR R75T00.

As evidenced in the aforementioned recommendations, Committees 1, 3, and 4 have made preliminary recommendations related to the Quality Teacher Incentive Act that require further exploration and development. Joint Chairman's Report of the Session of 2016 (R00A02.55 page 109), is specific to the Quality Teacher Stipend grants; Chapter 740 has included many, if not all, of the same elements.

Further complicating the redesign of the Quality Teacher Incentive grants are the new requirements of Every Student Succeeds Act (ESSA), signed into law on December 10, 2015. Maryland is currently developing their consolidated state plan which is currently under review by the State Board of Education. Most recently the SBOE has been reviewing Maryland's accountability plan. Currently, Maryland is requesting that scores from 2017-2018 be used solely to identify the lowest performing schools and that the scores from the 2018-2019 school year be used for accountability purposes.

Therefore, in order to assure that Maryland Quality Teacher Incentives are aligned with Maryland's accountability plan under ESSA, the workgroup will need to wait to make specific recommendations concerning the lowest performing schools and specific assessment related links to the Quality Teacher Incentive grants. Workgroup members should continue to provide the newly established Committee 5 with clear expectations for specific recommendations concerning how Quality Teacher Incentive grants could be expanded. However, MSDE will need to wait until the 2017-2018 data is available to apply these recommendations to the schools identified as the lowest performing. The Committee will need to address how to ensure that the Quality Teacher Incentive grants will continue to support those individuals that have contributed to removing the schools identified as lowest performing.

Appendix Summary

Appendix IV

June 22, 2016 Meeting Minutes

The 1st meeting of the Teacher Induction, Retention, and Advancement Act of 2016 Workgroup was called to order by Ms. Sarah Spross at 1 p.m.

In attendance: Dr. Karen Salmon Maryland State Department of Education (MSDE), Sarah Spross (MSDE), James Fielder, (Maryland Higher Education Commission), Linda Gronberg-Quinn (Maryland Association of Directors of Teacher Education at Community Colleges), Deborah Kraft (Maryland Independent College and University Association), Nancy Shapiro (University of Maryland System), Renee Spence (Public School Superintendents Association of Maryland), Annette Wallace (Maryland Association of Secondary School Principals), Rowena Shurn (Maryland State Education Association), Alexandra Cambra (MSDE), Kelly Meadows (MSDE), Jessica Bancroft (MSDE), Aidan DeLisle (MSDE), Ruth Downs (MSDE), Derrick Simmonsen (Attorney General's Office/MSDE Legal Representative)

Absentees: Amanda Conn (MSDE); Mariette English (Baltimore Teachers Union), Kimberlyn Pratesi (Maryland Association of Elementary School Principals), Laura Weeldryer (Maryland State Board of Education)

Welcome:

Dr. Karen Salmon welcomed the panel members and expressed her gratitude to them for accepting the invitation to join the workgroup. She went on to note that charge of this bill was very robust with the goal of this workgroup and the goal of Senate Bill 493 is to assure we put the best people in the classroom. Dr. Salmon expressed confidence in Ms. Spross' ability to support and facilitate this workgroup to reach a thoughtful recommendation to the legislature regarding teacher induction, retention and advancement.

Administrative Details:

Sarah Spross again welcomed the members of the workgroup emphasizing what an amazing team Dr. Salmon has assembled. Ms. Spross welcomed the members of the task force again, indicating that Dr. Salmon has put together Institutes of Higher Education (IHEs), both public and private, and two and four year programs, teachers, Local School System (LSS) leadership and State oversight. Collectively, the group represents Maryland's educational community in very significant ways.

Ms. Spross indicated that it is important to acknowledge the public conversations that have already taken place and that is it our job to build on the information that is already available and to explore ways to incorporate other information that the group believes is important to consider before the group issues its findings and recommendations.

Everyone's participation is necessary and every voice matters. We are confident that this group can produce a quality report that all can be proud of. We are excited to be working with this esteemed group of professionals who each bring a unique perspective.

Ms. Spross noted where the bathrooms are, exit strategies in the event of an emergency, and that future meetings will be held at the West County Library in Annapolis. In the event that you are unable to attend a meeting please let Jessica Bancroft or Sarah Spross know.

Ms. Spross introduced the staff to the workgroup; Ms. Kelly Meadows, Ms. Jessica Bancroft, Ms. Alexandra Cambra and Ms. Ruth Downs, who will be taking notes for us.

Ms. Spross informed members that the work of this group is subject to the "Open Meetings Act" which applies to multi-member public bodies. Ms. Spross reviewed that under the Open Meetings Act, public business is performed in an open and public manner, and citizens are allowed to observe the performance of public officials and the deliberations and decisions that the making of public policy includes. What that means is that what we do must be transparent. We will have people and/or organizations that may come into the room and sit quietly in the back and observe. We will be posting information on the MSDE website so that future meetings, as well as the work of this group, will be available to the public

Furthermore, Ms. Spross reminded all members of the workgroup that if a quorum of members is present and begin to talk about the work of this workgroup, even outside of these scheduled meetings, it will be considered a meeting and would need to follow all of the Open Meetings Act requirements.

As such, all meetings will be planned and posted on the Maryland State Department of Education Website. Ms. Spross also shared three ground rules for the meetings:

1. We will begin and end on time;
2. We honor all contributions. Your voice and what you bring to the table is important; and
3. We will listen and consider the opinions of others.

Members of the Workgroup introduced themselves and identified the organizations that they represented.

Introduction of Senate Bill 493/ Chapter 740

Ms. Spross introduced Senate Bill 493/Chapter 740 to the workgroup along with detailed points of the bill.

Outline of timeline:

> First report due November 1, 2016. This means the work of the group needs to be done by September 1, 2016 to allow time for the report to go through the appropriate reviews
> Final report due November 1, 2017
> Report due on or before December 1, 2021 in regards to the retention of first year teachers that participate in the Teacher Induction, Retention, and Advancement *Pilot* Program.

Important questions for the group to answer concerning this Bill:

How do we make teacher certification accessible and meaningful?
Can we make it more accessible without lowering standards?
How can we assure our best and brightest teachers reach our neediest students?

➤ Passed into law without Governor's signature
➤ Governor's letter has been provided in workgroup materials
➤ This Bill has 5 major components

    1. Changes to the Quality Teacher Incentive Act; Increase stipend for NBCT teachers in comprehensive needs schools from up to $2000 to up to $4000. Will go into effect July 1, 2017.

    2. Each LSS should, to the maximum extent possible, use National Board Certified Teachers (NBCT) in leadership roles

    3. Establishment of a stipend program for Anne Arundel County teachers in middle and high schools in which at least 30% of their students receive free and reduced meals

    4. Establishment of a pilot program in which county boards may choose to give their first year teachers 20% more time for mentoring in the classroom

    5. MSDE to establish a workgroup to include:

        a. Recommendations concerning teacher recruitment, preparation, induction, and retention
        b. MSDE is responsible for 3 reports, as noted above.

Conversation regarding stipends:

Ms. Spence noted stipends in Prince George's County Public Schools (PGCPS) may be reduced. PGCPS currently provides their teachers with a $5000.00 stipend. Ms. Spross explained that since this is a matching grant, that counties may establish different stipend levels but that the state will only contribute up to the maximum amount. In the case of PGCPS, they can exceed the $4000. Dr. Fielder noted there has been silence from Human Resource community concerning the 20%. Ms. Spross said this could be an opportunity for NBCTs to be placed into leadership positions, creating a career ladder. Dr. Shapiro mentioned current incentives and consistent funding need to be identified and made available. Ms. Spence reminded all that the program is voluntary and the state will contribute 80%, and the locals 20%. Ms. Spross noted that some members of the Human Resources community have expressed concern that by providing 25% more planning time to teachers, it may create the need for an additional teacher, which contributes to the recruitment issue.

Ms. Meadows introduced materials (See packet of materials provided)

➤ Law bundle (SB 493/Chapter 740) with fiscal note
➤ Statue bundle

    1. Annotated Code of Maryland, Education Article §6-112 State and Local Aid Program for Certification or Renewal of Certification
    2. Annotated Code of Maryland, Education Article §6-202(b) Probationary Period.
    3. Annotated Code of Maryland, Education Article §6-306 County Grants for National Certification
    4. Annotated Code of Maryland, Education Article §6-705. Reciprocity in Certification of Teachers
    5. Annotated Code of Maryland, Education Article §11-208. National Accreditation

Ms. Spross indicated that these statues have been provided because Chapter 740 has asked the workgroup to identify any of the existing statues and regulations that may require regulatory changes.

> Regulations bundle
> 1. COMAR 13A.07.01 Comprehensive Teacher Induction Programs
> 2. COMAR 13A.07.06.01 Program Approval
> 3. COMAR 13A.07.08 Incentive Programs for Certification by the National Board for Professional Teaching Standards
> 4. COMAR 13A.12.01.04 Options for Obtaining Initial Certification in Maryland

These regulations are relevant to all of the tenants of the Chapter 740.

Ms. Spross commented on how individuals who are looking to get certified as educators in Maryland from within the state, as well as out of state, find the process prohibitive, difficult, and obstructive. We need to look at the standards, not to lower them but to determine if they are current and appropriate. Collaboration is driven by leadership. Dr. Shapiro noted that current collaboration between MSDE and higher education is unprecedented.

> Maryland Teacher Preparation Resources
> 1. Teacher Prep information
> 2. Redesign of 1995
> 3. Institutional Performance Criteria
> 4. Professional Development School Manuel (not included, website provided)
> 5. Attrition Data 2013 – 2014 and 2014 - 2015
> 6. Links for information on PDS schools
> 7. Maryland Institute Performance Criteria (IPC)

Dr. Fielder asked if there are exit interviews for those who leave in 5 years. Ms. Spross responded that she would investigate what data is available at MSDE.

Dr. Salmon noted that there are considerable issues with the retirement system in Maryland as we are 49th out of 50 states for retirement packages. Pennsylvania is in the top five. We are also an import state for teachers. Some teachers may stay for a few years and then return to their home state where they will have better resources for retirement.

Ms. Spence commented that studies of young people show they will make multiple changes and potentially have many careers and also noted that the retirement package has improved recently.

Ms. Spross also commented that at the National Association of State Directors of Teacher Education and Certification (NASTDEC) conference there was talk of the need for transportability of teacher certification as compared to a nursing degree. Once a nurse you can be a nurse in other states.

Ms. Spross noted uneven distribution of Professional Development Schools (PDS) in the state. She discussed that we as a group need to look at the PDS model closely, ensuring that all regions of the state have access to PDS opportunities as LSSs have reported this is an excellent way to recruit new teachers. As a group we should be exploring other ways to distribute PDS schools and students in other counties, including those that are more difficult to reach. This may be a time to look at how we use technology.

Ms. Spross provided the workgroup with a chart on Teacher Preparation Program Reform Efforts. The chart highlighted information for the following four areas: recruitment, preparation, induction and retention.

Committees

- ➤ Committee 1: Determine how to **recruit** quality teachers at all levels of education in Maryland
- ➤ Committee 2: Determine how to **prepare** quality teachers at all levels of education in Maryland
- ➤ Committee 3: Determine how to **induct** quality teachers at all levels of education in Maryland
- ➤ Committee 4: Determine how to **retain** quality teachers at all levels of education in Maryland
- ➤ Committee 5: Education Article §11-208 – Program Approval Statute

All required reporting elements of Senate Bill 493 have been placed under one of the four identified areas (Recruit, Prepare, Induct, Retain) and, as many of the mandated reporting requirements could have been placed in more than one area, consideration was given to what area requirements were most closely aligned for the even distribution among all four groups.

In addition, there were six additional workgroups that have been created in the past four months. Since the purposes of these workgroups are aligned with the tenants of Chapter 740, each will be moved under one of the committees. These six workgroups include:

- 4 Council for Accreditation of Educator Preparation (CAEP) workgroups
  - o Admissions Criteria: Moved under Committee 5
  - o Data Requirements: Moved under Committee 5
  - o Institutional Performance Criteria: Moved Under Committee 2
  - o National Specialized Professional Association (SPA): Moved under Committee 2
- 2 workgroups identified by Professional Standards in Teacher Education Board (PSTEB)
  - o SB 635 (2015 Session) Conditional Certificate: Moved under Committee 1

Specialized Areas (use specific language from handout: Moved under Committee 1

- ➤ Discussion of Education Article §11-208. Requires any teacher preparation program to have National accreditation and further requires that the accrediting body must be recognized by the United States Department of Education (USDE).
- ➤ CAEP will not be recognized by the USDE for approximately three years. CAEP must request review and recognition by the USDE and has not completed this process as of this date. Instead of focusing on accreditation with USDE, they instead focused on their Standards. This means they will not be available for accreditation until 2018.

Ms. Spross explained effect of CAEP and how Maryland law requires programs to be accredited by a national organization. The statute will be opened to look at multiple options of how to continue with the requirement of National accreditation. There are other states currently sharing the same dilemma as Maryland's IHEs. As a result, MSDE will not be conducting any joint reviews with CAEP until they receive National recognition. State approval visits will continue as appropriate and these visits will differentiate from CAEP. Ms. Spence asked how legislation will be put forth, noting it can be submitted as emergency legislation and that the group should put together a media plan that protects IHEs from taking a hit for their temporary lack of accreditation.

Dr. Shapiro noted the language of the Bill makes no reference to the Higher Education community. To have a voice, she believes there needs to be language specific to IHEs. Ms. Spross noted that the language used in the

description of the committees comes directly from Chapter 740 and that the workgroup does not have the ^ . authority to change the language of the Bill. Furthermore, Ms. Spross indicated that MSDE was charged with convening a broad based workgroup and that Higher Education has representatives from public universities, private colleges, and two year community colleges. Dr. Shapiro indicated that she does not feel that this is any charge specific to Higher Education, but only a reference to working with Higher Education. Ms. Spross stated that all voices are equal and will be considered.

Dr. Shapiro inquired, after looking at the chart, if preparation covers all the elements we want to address?

Ms. Spross stated that these are the elements we must address. Throughout the committee work, other areas may be addressed, but at a minimum we must address the identified issues.

> Language is not all encompassing
> We cannot transform teacher preparation without looking at all of these elements of the Bill and the charges put forth. Each committee has a sizeable and important task. This offers the possibility of change in teacher education, and education as a whole, something that has been worked on for many years but this is an opportunity to produce recommendations that will move this work forward.

Explanation of Work Groups

Work groups need to be a manageable size

> Each group can be represented by one person per organization. Not all groups need be represented by each organization on the workgroup, if an organization does not feel they need to be on a particular committee
> Expectation that writing will take place as meetings progress

Meeting Schedule

> Immediate need for work to be done in July and August for September submission
> Each group will have space to meet as a committee. As a group you are tasked with providing initial reflections on the part of the Bill on which you are working and to outline early suggestions. Each group will have a chance to report out at the end of the meeting cycle
> MSDE will gather the information and pull together the report
> Allows for open meetings and transparency
> Those on workgroup can float between committees if preferred

Ms. Spross spoke to the workgroup about the option of having speakers present to them on specific and relevant topics. She asked for next meeting requests, including speakers the group would like to hear from. No one identified specific materials or speakers to invite to the next meeting. Ms. Spross then offered the suggestion of having speakers present information on Teacher Academies as something to consider.

The meeting was adjourned at 3 p.m.

Appendix V

Teacher Induction, Retention, and Advancement Act of 2016 Workgroup
Materials of Interest
June 22, 2016 Meeting

2016 Legislative Session

Chapter 740 (SB 493) Teacher Induction, Retention, and Advancement Act of 2016
http://mgaleg.maryland.gov/2016rs/chapters_noln/ch_740_sb0493e.pdf
Statute that requires the State Department of Education to establish a workgroup, the participants, sets forth the elements to be reported on and the dates (November 1, 2016, November 1, 2017, and December 1, 20121) by which the interim and final reports must be submitted to the governor.

SB 493: Department of Legislative Services Fiscal and Policy Note
http://mgaleg.maryland.gov/2016RS/fnotes/bil_0003/sb0493.pdf
Document provides a fiscal summary and analysis of the bill.

May 27, 2016 Letter to President of the Senate regarding SB 493
This letter indicates that SB: 493 will become law without the governor's signature. The Governor indicates that while he supports the efforts to retain and incent those most effective teachers he objects the amendment specific to Anne Arundel County.

Current Statues and Regulations Regarding Teacher Induction, Retention, and Advancement

Annotated Code of Maryland, Education Article §6-112 State and Local Aid Program for Certification or Renewal of Certification
http://mgaleg.maryland.gov/webmga/frmStatutesText.aspx?article=ged&section=6-112&ext=html&session=2016RS&tab=subject5
This statute sets forth the State and Local aid for teachers that peruse National Board Certification. The State Board of Education (SBOE) is to select a maximum of 1,000 teachers to participate in the program and adopt regulations (COMAR 13A.07.08) that establish procedures for submitting applications and criteria for selection of candidates. Reimbursement is provided to each teacher in the amount equal to the certification fee charged by NBPTS. The LSS must pay 1/3 and the State pays 2/3. Finally, if a teacher does not complete the program they are required to repay the state the full amount.

Annotated Code of Maryland, Education Article §6-202(b) Probationary Period.
http://mgaleg.maryland.gov/webmga/frmStatutesText.aspx?article=ged&section=6-202&ext=html&session=2016RS&tab=subject5
This section of the Statute defines the probationary period for non-tenured employees in local school systems and requires that a mentor and additional professional development be provided to any individual who is not on track to earn tenure.

Annotated Code of Maryland, Education Article §6-306 County Grants for National Certification
http://mgaleg.maryland.gov/webmga/frmStatutesText.aspx?article=ged&section=6-306&ext=html&session=2016RS&tab=subject5
This statute defines the monetary incentives that may be awarded to specified teachers. As of July 1, 2016 classroom teachers and other non-administrative school based employees who hold National Board Certification and work in a comprehensive needs school will be eligible to receive a stipend up to $2,000.00. Classroom teachers and other non-administrative school based employees who hold National Board Certification and work in a non-comprehensive needs school are eligible to receive a stipend up to $1,000.00. Local School systems can implement more stringent standards. As of July 1, 2017, the stipend will increase to $4,000.00 for classroom teachers and other non-administrative school based employees who hold National Board Certification and work in a comprehensive needs school.

Annotated Code of Maryland, Education Article §6-705. Reciprocity in Certification of Teachers
http://mgaleg.maryland.gov/webmga/frmStatutesText.aspx?article=ged&section=6-705&ext=html&session=2016RS&tab=subject5
This Statute allows the State Superintendent to make an agreement with the appropriate educational authority of any other state to provide for reciprocity in the certification of this teachers. It also allows the State Superintendent the authority to accept the accreditation for certification purposes of a teacher preparation program from another State.

Annotated Code of Maryland, Education Article §11-208. National Accreditation
http://mgaleg.maryland.gov/webmga/frmStatutesText.aspx?article=ged&section=11-208&ext=html&session=2015RS&tab=subject5
This Statute requires Institutes of Higher Education that offer a program of undergraduate or graduate studies leading to the educator certificate to have National Accreditation. Schools with a full time enrollment of under 2,000 students or those that are recognized as a school of fine arts or music may apply for a waiver of accreditation requirement. National accreditation is defined as teacher education accreditation by an accrediting agency recognized by the U.S. Department of Education and endorsed by the Department.

COMAR 13A.07.01 Comprehensive Teacher Induction Programs
http://www.dsd.state.md.us/COMAR/SubtitleSearch.aspx?search=13A.07.01.*
This regulation sets for the requirements for teacher mentoring programs.

COMAR 13A.07.06.01 Program Approval
http://www.dsd.state.md.us/comar/comarhtml/13a/13a.07.06.01.htm
This regulation sets forth the process for the approval of educator preparation programs in Maryland through the use of Department-approved standards that are performance based, reflect contemporary thinking, and are supported by research, best practice and expert opinion. These standards are currently found in the Institutional Performance Criteria (IPC).

COMAR 13A.07.08 Incentive Programs for Certification by the National Board for Professional Teaching Standards
http://www.dsd.state.md.us/COMAR/SubtitleSearch.aspx?search=13A.07.08.*
This regulation establishes the criteria for the section of public school candidates who are eligible to receive financial aid to pursue initial certification or renewal by the National Board for Professional teaching Standards

COMAR 13A.12.01.04 Options for Obtaining Initial Certification in Maryland
http://www.dsd.state.md.us/comar/comarhtml/13a/13a.12.01.04.htm
This regulation sets forth the ways an individual can obtain a Maryland educator certificate. The routes include completion of a Maryland Approved Program, and Approved Out-of-State Reacher Preparation Program or a program leading to a specialist, administrator, or supervisor; the Approved Professional Experience route; and Transcript Analysis.

Additional Information Regarding Teacher Induction, Retention, and Advancement

Chart, Teacher Preparation Program Reform Efforts
This chart provides a summary of the ongoing work between the Maryland State Department of Education, the University of Maryland System, and the Maryland Higher Education Commission. Efforts began in 2013 with the work of the P-20 Council and over the past year there has been significant momentum leading to the passage of SB 493. These initiatives can best be categorized into 4 areas:
- Recruitment;
- Preparation;
- Indication, and
- Retention.

December 1, 2015 Joint Chairman's Reports
- **Report on Teacher Development**
  http://test.msde.maryland.gov/about/Documents/Gov-Rel/p107QualityTeacherDevelopmentReport.pdf
  This report provides a review of best practices for administering fiscal incentive programs for educators; an evaluation of the current Quality Teacher Incentive program; an evaluation of any incentive programs piloted during the Race to the Top

Grant; and two alternative proposals including the fiscal estimates for implementing them.

- **Report to Ensure High Quality Teachers**
  This report provides a review of the best practices of high performing education systems from around the world, a set of recommendations for producing high quality teachers based on those practices, and recommendations for transforming teaching into a profession with career ladders.

May 17, 1995 Teacher Education Taskforce Report known as the Redesign of Teacher Education
http://marylandpublicschools.org/NR/rdonlyres/2C7FFCC4-3F21-4B62-9406-311B06CDF2DB/1496/Redesign_Teacher_Ed.pdf
This report is the columniation of the work done to address the requirements of the 1988 Higher Education Act which resulted in the opportunity for LSSs and Maryland's higher Education community to develop partnerships focused on how we prepare teachers in Maryland and how we approach teacher development.

Maryland Institution Performance Criteria (IPC) based on The Redesign of Teacher Education
http://marylandpublicschools.org/MSDE/divisions/certification/progapproval/docs/InstitutionalPerformanceCriteria_09032014.pdf
The IPC was based on the Redesign of Teacher Education and provides the framework for the on-site reviews and reporting elements for program approval. There are five components; strong academic background; Extensive Internship; Performance Assessment; Linkage with PreK-12 priorities; and State Approval/(NCATE/CAEP) Accreditation Performance Criteria.

Professional Development Schools Manual and Implementation Guide and Professional Development School Assessment Framework
These documents contain the standards for Maryland Professional Development Schools, includes best practices, and information regarding evaluation and assessment. Due to the extreme sizes of these documents we have provided the links below:

http://marylandpublicschools.org/NR/rdonlyres/75608A85-6909-4BE3-A4D8-D08C759D0A5A/2930/ImplementationManualReprint2004.pdf

http://marylandpublicschools.org/NR/rdonlyres/75608A85-6909-4BE3-A4D8-D08C759D0A5A/14214/PDSAssessmentFrameworkRevisedAugust2007.pdf

Teacher Attrition: By Years of Experience (2013-2014 and 2014-2015)
These charts provides a summary of the teacher attrition in varying years of service increments by county. The data indicates that we see the highest level of attrition in years one to five.

- 2013-2014: 204 teachers left in less than one year and 1,396 teachers left in one to five years for a total of 1,600.
- 2014-2015: 262 teachers left in less than one year and 1,549 teachers left in one to five years for a total of 1,811.

Overview of Teacher Incentives by State
Prepared by: Aidan DeLisle, Governors Summer Intern
This document provides a brief summary of the incentives offered by each state.

Teacher Education: A Bibliography
Prepared and provided by Stephanie M. Hall, Graduate assistant, University of Maryland
This document serves as a reference guide for teacher education workgroups.

Studies Regarding Teacher Induction, Retention, and Advancement

Support from the Start: A 50-State Review of Policies on New Educator Induction and Mentoring, New Teacher Center, March 2016
https://newteachercenter.org/wp-content/uploads/2016CompleteReportStatePolicies.pdf
A comprehensive report of each of the 50 states policies around support for new teachers and school principals focused on how states provide on the job support for beginning educators. Nine criteria provided the foundation for their analysis and included: educators served, mentor quality, time, program quality, program standards, funding, educator certification/licensure, program accountability, and teaching conditions.

2016 Review of State Policies on New Educator Induction: State Policy Reviews, New Teacher Center, 2016
https://newteachercenter.org/policy/state-policy-reviews/
This link provides comprehensive summaries for all 50 states. A copy of Maryland summary is provided.

How Effective are Financial Incentives for Teachers? Linking teacher pay to student performance has become popular, but evidence on its effectiveness is mixed, IZA, World of Labor, June 2015
http://wol.iza.org/articles/how-effective-are-financial-incentives-for-teachers.pdf
Study looked at the effect of financial incentives for teachers both stateside and internationally. The author reports that the evidence on the impact of financial incentives for teachers is mixed.

Various Newspaper Articles Regarding Teacher Induction, Retention, and Advancement

"How partnerships between school districts and teacher preparation Programs are transforming the teacher pipeline," Accountability, January 20, 2016
http://educationpost.org/how-partnerships-between-school-districts-and-teacher-preparation-programs-are-transforming-the-teacher-pipeline/

Blog emphasizing the importance of establishing strong partnerships between LSSs and IHEs. Highlights an Oregon-based partnership between Salem Keizer Public School and two IHE's; Western Oregon University and Corban University .

"Debate emerges over state actions needed to ease teacher shortages," California's EdSource, March 1, 2016
https://edsource.org/2016/debate-surfaces-over-how-much-state-action-needed-to-ease-teacher-shortages/95302

News article addressing California's teacher shortage issue. Includes references to the legislative analyst's report and the January report issued the Learning Policy Institute. While this is a widely debated issue, both reports believe that due to the cyclical nature of the of teacher shortages that direct state action may not be necessary.

"N.Y. Chief, SUNY Chancellor Team Up to Overhaul Teacher Preparation," Education Week's Blog Teacher Beat, June 1, 2016
http://blogs.edweek.org/edweek/teacherbeat/2016/06/ny_chief_suny_team_up_to_overh.html

Blog commenting on TeachNY which is focused on a developing a more comprehensive set of policies for the teaching profession focused on how NY recruits , trains, and supports its teachers.

May 27, 2016

The Honorable Thomas V. Mike Miller
President of the Senate
State House
Annapolis, Maryland, 21401

Dear Mr. President:

In accordance with Article II, Section 17 of the Maryland Constitution, Senate Bill 493 – *Teacher Induction, Retention, and Advancement Act of 2016* will become law without my signature.

Senate Bill 493 establishes a Teacher Induction, Retention, and Advancement Program for first-year teachers who participate in the program to be afforded at least 20% more time than other teachers to be spent on mentoring, peer observation, assistance with planning, or other preparation activities. The bill also increases the maximum State matching stipend for teachers who hold National Board Certification (NBC) from $2,000 to $4,000. These are worthy ideas that my Administration supports.

What I cannot support is the use of a bill focused on statewide education policy as a vehicle for the General Assembly to intervene in a labor dispute at the local level. Included with this legislation is a last-minute amendment that provides a $1,500 stipend to teachers in Anne Arundel County, following a decision by the local teachers union to jettison the special school-specific stipend program in favor of using those funds for across-the-board pay increases to teachers during the county salary negotiation process.
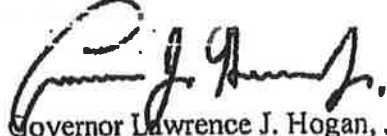
Our fiscal 2017 budget delivers a record $6.3 billion for K-12 education, including almost $418 million for Anne Arundel County, an increase of nearly four percent over fiscal 2016. Statewide, we are contributing more to education than any Governor in the history of the State.

While I support retention of teachers and providing the appropriate incentives to keep the most effective teachers in the classroom, I object to the last minute amendment specific to Anne Arundel County. Labor contracts between county leaders and local teachers unions are the business of the county officials. If members of the General Assembly are eager to have their voices heard in labor contract negotiations, I would suggest they lobby their county executives and county councils instead of seeking out backroom deals that contradict the negotiations of the local teachers union and that require taxpayers from across the State to fund a teacher incentive program in only one county.

Despite the reservations that I have expressed above, Senate Bill 905 will become law without my signature.

Sincerely,

Governor Lawrence J. Hogan, Jr.

Teacher Preparation Program Reform Efforts

Beginning in 2013 with the work of the P-20 council, The Maryland State Department of Education, the University of Maryland System, and MHEC have worked collaboratively to address the growing need for teacher preparation reform. Recruitment, preparation, induction, and retention have been the ongoing focus. Significant momentum the past year has positioned Maryland to begin to implement a variety of pilot programs aimed at increasing the teacher pipeline, providing more support to beginning teachers, and increasing the number of leadership opportunities for teachers. All work is aimed at putting high quality teachers in front of Maryland's children.

Recruitment

2015: P-20 Council and Quality Teacher Incentive Reports to the General Assembly

2015: Formation of P-20 Workgroup

2016: SB 493: Teacher Induction, Retention, and Advancement Act
+ Link Loan forgiveness to teaching in high needs school

2016 MSDE Initiatives
+ Examine certification options for individuals with specialized training for hard to fill positions (COMAR 13A.12.02.27)
+ Alternative Certification Programs Workgroup (MSAR 10533)

Preparation

2015: P-20 Council and Quality Teacher Incentive Reports to the General Assembly
+ Improve Teacher Quality State Grants
+ Transition to Professional Learning Networks built on a model of internships and residencies
+ Increase the number and variety of Field Placements

2015 Formation of P-20 Workgroup

2016: SB 493 Teacher Induction, Retention, and Advancement Act
+ Interweave NBC, APC, M.Ed., and teacher prep
+ Changes to the Teacher Quality State Grant

2016 MSDE Initiatives
+ NCATE to CAEP MOU & Workgroups

Induction

2015: P-20 Council and Quality Teacher Incentive Reports to the General Assembly
+ Professional Development to include collaboration with Higher Education
+ Establish a 3-year residency model
+ Establish Collaboratively supported teaching Innovation Centers

2015 Formation of P-20 Workgroup

2016: SB 493 Teacher Induction, Retention, and Advancement Act
+ Teacher Induction, Retention and Advancement Pilot

MSDE Initiatives
+ Teach to Lead Grant
+ NT3 Grant
+ Teachers of Promise

Retention

2015: P-20 Council and Quality Teacher Incentive Reports to the General Assembly
+ Create career ladder incentives
+ Reward teachers for NBC teaching in lowest performing schools
+ Restructure Quality Teacher Incentive Funds

2015 Formation of P-20 Workgroup

2016: SB 493 Teacher Induction, Retention, and Advancement Act
+ Increase NBC stipend for teachers in comprehensive needs
+ Utilize NBC teachers in leadership roles
+ Examine teacher recertification
+ Teacher Induction, Retention and Advancement Pilot

MSDE Initiatives:
+ Examine the requirements of the conditional certificate (MSAR 10533)

4/15/16

Joint Chairmen's Report
Report to Ensure High Quality Teachers
(R75T00 PAGE 130)

Final Report

Annapolis, Maryland
December 1, 2015

Report to Ensure High Quality Teachers: The P-20 Council established a task force on teacher education to develop recommendations and an action plan to ensure Maryland Programs produce high quality teachers. The budget committees are interested in the task force examining identified best practices of high performing countries and developing recommendations to producing high quality teachers and making teaching a profession with career ladders. The committees request the task force to submit a report with recommendations to ensure Maryland produces high quality teachers based on identified best practices by November 14, 2015.

TABLE OF CONTENTS

Executive Summary

In response to the JCR request (R75T00), this report provides a review of best practices of high performing education systems from around the world, a set of recommendations for producing high quality teachers based on those practices, and recommendations for transforming teaching into a profession with career ladders. High performing systems have lower rates of teacher attrition, as teachers who are well prepared and supported stay on the job longer, become even more effective over time, and have positive impact on student achievement.

Enacting the reforms and recommendations included in this report will require rethinking how current resources are used, revising current regulations and legislation to allow for greater flexibility, being open to reallocating some current resources, and investing some additional resources to earn a higher return on investment in the form of both increased teacher retention and student achievement.

Key recommendations from this report fall into four categories:
1) Pre-service preparation and teacher induction;
2) Professional development for current teachers, including collaborations with higher education;
3) Continuous improvement through accountability; and
4) Career ladders for teachers that could include joint appointments in higher education.

This report concludes with the following recommendations:
1. The Maryland State Department of Education (MSDE) and the Maryland Higher Education Commission (MHEC) should prepare a cost analysis for the high priority recommendations offered in this report, and make recommendations for the 2017-18 fiscal year for budget reallocations to support those recommendations that have the greatest evidence of high return on investment as defined by higher teacher retention and student achievement.
2. MSDE, in collaboration with MHEC, should establish an incentive fund for pilot projects, and review evidence of progress on the key goals of recruiting and retaining high quality teachers in Maryland public schools, with the goal of improving student learning outcomes and increased college and career readiness.
3. A reallocation of current resources should be considered in several categories of current funding:
   - District-level and school-wide professional development funds: Current professional development funds in every district could be reallocated for new priorities and career ladder incentives.
   - Quality Teacher Incentive Funds (QTI): Restructuring the QTI funding to include several different buckets, including, but not limited to:
     - Rewarding teachers for National Board Certification and/or teaching in the lowest performing schools;

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- Creating competitive pilot projects to improve teacher retention and recruitment and using 2015 PARCC scores as baseline; and
- Establishing three-year cycles with flexibility for determining the actual measures as needed.

- Projected teacher retention savings: an "advance" on teacher retention savings, based on the estimate that Prince George's County Public Schools (PGCPS) and Baltimore City Public Schools alone spend $42 million per year to attract and train replacement teachers (NCTAF, 2007).
- Improving Teacher Quality State Grants (ITQ): These grants, authorized by Title II, Part A of the No Child Left Behind Act of 2001, overseen by MHEC, support higher education to prepare quality teachers and principals.

Process

In November 2013, the P-20 Leadership Council charged a Task Force with making recommendations for ensuring all Maryland teacher preparation programs produce high quality teachers. Co-chaired by then-Deputy Superintendent Jack Smith and Towson University Provost Tim Chandler, the Task Force met five times between December 2013 and April 2014. Other appointed members of the task force included representatives from P-12 schools, institutions of higher education, parent organizations, and teacher associations. The co-chairs also convened targeted subcommittees. By April 2014, the Task Force offered recommendations on pre-service teacher preparation, teacher induction, professional development for teachers, and continuous improvement through accountability to the P-20 Council.

Since April 2014, members of the P-20 Task Force have continued to work together to address the recommendations put forth in their original report. Representatives from the University System of Maryland (USM), MSDE, and various institutions of higher education in the state have collaborated on collecting additional evidence and through meetings such as the P-20 Task Force Focus Group of Deans, Superintendents, Principals, and Teachers, which convened on September 1, 2015 (see Appendix 1). Further, the USM's P-20 office continues to support Chancellor Robert Caret's work with the Governor Larry Hogan's P-20 Leadership Council. On October 19 2015, the USM P-20 office collaborated with MSDE and arrived at consensus on needs and priorities with regard to teacher preparation. At that meeting, the co-chairs of the P-20 Task Force agreed to link the two JCR reports addressing this topic: JCR R74T00 p. 130 and JCR R00A02.55 p. 107, which is why they are being submitted together.

Finally, when the Task Force met in 2014, it considered the proposed federal regulations on teacher preparation that were under discussion. The current projection is that the federal government will release the final teacher preparation regulations in December 2015, and that they will call for states to rank and evaluate all teacher preparation programs and use "student

learning" as a metric. The recommendations in this report are consistent with the national conversations regarding teacher quality.

Introduction and Context

Despite longstanding myths about who enters the teaching profession, today's teaching force does not come from the bottom half of high school achievers. Rather, they are from the middle of the college-attending cohort.[1] Since 2000, the academic ability of both individuals certified and those entering teaching has steadily increased.[2] In order to accelerate this trend, policy makers are formulating ambitiously high admission requirements for entry into teaching, and preparation programs are admitting more high-quality candidates. The challenge, we believe, is that public education faces a serious threat as those who enter find little support and, as a result, leave quickly. In fact, focusing on recruiting top performers into the profession is proving to be a short-sighted method, as suggested in a new analysis. The study, *Beginning Teacher Longitudinal Survey,* reveals that teachers who come from highly selective universities were 85% percent more likely to leave the profession by the third year.[3]

The climate under which teachers enter their preparation programs, as well as the first job of successful candidates, heavily influences whether and how long they will stay in the classroom.[4] While there are different definitions of teacher turnover (leaving one school for another) and teacher attrition (leaving the profession), to address staffing shortages we must focus on both the retention of teachers to the profession and to their schools.[5] It is estimated that one-third of teachers leave the job during their first three years, and up to one half leave within the first five years.[6] In 2012-13 in Maryland, the attrition rate for teachers with up to five years of experience was 39 percent.[7] Further, turnover at high poverty schools is nearly one-third higher than for all teachers in all other schools.[8] In Baltimore City, the attrition rate was 50 percent in 2012-2013, and in Prince George's County it was 58 percent.[9]

According to the Alliance for Excellent Education, a conservative estimate of the cost of teacher attrition in the United States is $4.9 billion per year.[10] However, the actual cost for replacing and training teachers who leave the profession and those who transfer to other schools is estimated at $7 billion dollars, nationally.[11] For Maryland, that amount is over $42 million dollars annually.[12]

Below is a table indicating a variety of studies trying to pin down the cost of teacher attrition. While the results vary from state to state and from study to study, there is no question that teacher attrition accounts for a significant drain on public school funds. [13]

Study	Area	Number of Teachers	Reported Turnover Rate	Claimed Cost of Teacher Turnover	Claimed Cost per Turnover
Texas Center for Educational Research (2000)	Texas Public Schools	258,000	15.5%	Model 1: $329M Model 2: $2.1B	Model 1: $8,227 Model 2: $52,513
Chicago ACORN (2003)	64 Chicago Public Schools	2377	22.9%	Model 1: $ 5.6M Model 2: $42.2M Model 3: $34.7M	Model 1: $10,294 Model 2: $77,574 Model 3: $63,787
Breaux & Wong (2003)	Nation			Model 1: 2.5 x initial salary Model 2: 1.75 x initial salary	
Alliance for Excellent Education (2005)		2,998,795	13.1%	13.1%	$12,546
Shockley et al. (2006)	2 Florida districts	Broward: 1206 St. Lucie: 320	Broward: 7.25% St. Lucie: 16.4%	Broward: $15.3M St. Lucie: $1.48M	Broward: $12,652 St. Lucie: $4,631

The financial costs alone are worrisome, but the costs paid by students and their families are even more important. Teacher turnover has a negative impact on school quality, instruction and student achievement. [14] According to the National Council on Teaching and America's Future and The New Teacher Project, those leaving the profession now exceed those entering. [15] Teacher retention is the key issue in addressing teacher shortages.

Overwhelming evidence points to the need for teacher education programs and school districts to provide the conditions that make successful preparation and on-going teaching and learning possible in order to discourage high-quality educators from leaving the profession. The most widely recommended practices include
- Extensive and rigorous clinical experiences;
- Systematic induction programs that include mentorships; and
- Effective, job-embedded professional development. [16]

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Multiple studies have confirmed that beginning teachers who are supported through comprehensive induction programs are less likely to transfer schools or leave the profession altogether, even when controlling for teacher and school characteristics. Within induction programs, elements like mentorships, dedicated time for collaboration, common planning time, and belonging to an external network of teachers, have the strongest impact on reducing the chance of a teacher leaving after the first year.[17] Teacher retention is an urgent policy issue. Stakeholders throughout school districts bear the brunt of these costs.

Experienced, high-quality teachers are positively associated with higher student achievement, better student attendance, and lower instances of disciplinary infractions. Research indicates that it may take teachers a decade to become consistently effective once they are in the classroom, making it that much more important to get teachers to enter and stay in the profession.[18] Papay and Kraft found that teachers in their tenth to thirtieth years of teaching increased student test scores by an average of 40 percent.[19] Attracting high-quality candidates and keeping high-performing teachers in the profession have widespread implications for the academic and social well being of Maryland's students.

Maryland P-20 Teacher Education Task Force Recommendations

On November 18, 2013, the Governor's P-20 Leadership Council charged a P-20 Task Force on Teacher Education with making recommendations and creating an action plan to ensure that all teacher preparation programs in Maryland will produce the high-quality teachers Maryland's students deserve. Co-chairs Jack Smith (Deputy Superintendent, Maryland State Department of Education) and Tim Chandler (Provost, Towson University) convened five meetings of the Task Force between December 2013 and April 2014. The appointed members included representatives from PreK-12 schools, the higher education community, parent organizations and teacher associations. In addition to the monthly Task Force meetings, the co-chairs presided over sub-committee meetings, conference calls, and electronic reviews of documents.

The Task Force on Teacher Preparation grew out of a collaboratively planned Teacher Education Summit[1] which was held on October 11, 2013, at Towson University. The keynote speaker, Chancellor Nancy Zimpher of the State University of New York System, challenged the assembled participants to think broadly about their aspirational goals and the changing context of teaching and teacher preparation. The Task Force accepted the charge and framed a set of recommendations that attempts to balance the on-the-ground realities with transformational best practices. The Task Force agreed that the recommendations should:

- Address the gap between teacher preparation programs and the on-the-ground realities in schools.
    - o Align and integrate teacher preparation programs with the world of classroom teachers.

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[1] Partners for the Summit included USM, MSDE, MHEC, MICUA, and MACC.

- Prepare all teachers with background and strategies to understand and adapt to changing student populations; including cultural differences, poverty, and special learning, social and emotional needs.
- Recognize that while new teachers must be adequately prepared in advance to enter the classroom, preparation must link seamlessly with school district induction and embedded professional development to ensure a successful and long-lasting teaching career.
- Use multiple qualitative and quantitative measures to study teacher preparation and look for evidence-based ways that lead to building continuous improvement.
- Develop a common Maryland framework that, while allowing for program flexibility and innovation, holds all education preparation providers - both traditional and alternative - accountable to a common set of rigorous expectations.
- Address the need for cycles of regular review and evaluation.

In responding to the charge, the Task Force examined national research reports and policy documents assembling categories of best practices; reviewed existing Maryland statutes and regulations related to teacher preparation; reached out to stakeholder groups; and circulated multiple drafts of the recommendations. The Task Force engaged with a variety of stakeholders including deans and directors of education at Maryland's two-year and four-year colleges and universities; principals and professional development coordinators convened by the University of Maryland; local school district superintendents; teachers and teacher association representatives; alternative certification providers; parent organizations; a number of national professional organizations; and the business community.

Maryland has also been a leader, through the use of Race to the Top (RTTT) funding, in reflecting global priorities. The increase in the quality and quantity of teachers in the science, technology, engineering and mathematics (STEM) areas has been a focus for the last four years. Additionally, RTTT prioritized preparing principals and teachers to be effective in challenging schools. The Task Force recommendations underscore the belief that closing the achievement gap is paramount in preparing all of Maryland's students for college and for successful careers.

Building on a strong foundation of educational excellence in Maryland, and taking lessons from many sources, the P-20 Task Force on Teacher Preparation offered recommendations in four key areas:

A. Pre-service teacher preparation;
B. Pre-tenure teacher induction;
C. Professional development for current teachers; and
D. Continuous improvement through accountability.

A. *Pre-Service Teacher Preparation*
1. Establish higher Maryland standards for admission to all teacher preparation programs.
2. Align teacher preparation programs, including Associate of Arts in Teaching (AAT) programs, with Maryland College and Career Readiness Standards (MCCRS).

3. Transition to Professional Learning Networks built on a model of internships and residencies to increase the number and variety of field placements for teacher candidates.
4. Increase the number and variety of field placements to promote adaptive expertise, with the final placement organized in a way that simulates what is expected in the first year of teaching.
5. Prioritize in-state programs for field placements, internships, and post-baccalaureate residencies.
6. Invest in scholarships, loan forgiveness, and early college/teacher academies to recruit highly qualified students into teaching careers.

B. *Pre-Tenure Induction*
1. Establish a three-year residency model for all pre-tenured teachers that engages higher education teacher preparation programs in collaborative partnerships with school districts.
2. Establish collaboratively supported Teaching Innovation Centers (hubs of Innovation).
3. Fund three initial pilot Teaching Innovation Centers with state "seed" money – and subsequently with savings from reduced teacher attrition.

C. *Professional Development for Current Teachers*
1. Establish career-long professional development programs and career ladders for educators that are aligned with the high expectations of MCCRS.
2. Establish a school/university partnership process for building professional development programs for educators:
   a. Programs should be collaboratively developed by PreK-12 and higher education; and
   b. Programs should build strong content and pedagogy competencies.
3. Reallocate existing funds for professional development to support the new collaboratively developed models.

D. *Continuous Improvement through Accountability*
1. Build Maryland accountability recommendations around the ideal conditions that contribute to the development of highly effective teachers and set a high bar for qualifications and expectations for all teacher preparation programs;
2. Align current Institutional Performance Criteria to reflect school reform initiatives;
3. Ensure that higher education institutions have access to all data necessary for continuous improvement research; and
4. Align elements of the Council for the Accreditation of Educator Preparation (CAEP) standards for accreditation with Maryland's priorities to ensure efficient and effective use of resources.

Career Ladders: An idea whose time has come to the teaching profession

Over 30 years ago, in 1983, *A Nation at Risk*[20] recommended:

"The teaching profession needs to recognize and reward expertise by following the lead of other professions that create diverse and flexible career options; link compensation to performance, expertise and responsibilities; and work to retain 'high achievers'."

That landmark report included a number of recommendations that have yet to be fully implemented in school improvement plans:

- Insist on higher standards for teacher-preparation programs;
- Introduce teacher salaries that are professionally competitive and based on performance;
- Introduce 11-month contracts for teachers allowing more time for curriculum and professional development;
- Introduce career ladders that differentiate teachers based on experience and skill, and infuse more resources into teacher-shortage areas;
- Build incentives for drawing highly qualified applicants into the profession; and
- Create and support mentoring programs for novice teachers that are designed by experienced teachers.

Today, 30 years and a generation later, "Gen Y teachers"—a new generation with different career aspirations—are projected to make up nearly half of the workforce in 2020.[21] According to the 2012 MetLife Survey of the American Teacher, fewer teachers in general want to become principals, but there is growing interest in teachers teaching in "hybrid roles"— those roles that keep them part-time in the classroom combined with other roles of service and leadership in education.[22] Interest in these hybrid roles is particularly strong among mid-career teachers, high school teachers, and those in urban schools or schools with high proportions of low-income students.[23]

In 2013, the National Network of State Teachers of the Year did a state-by-state analysis of the different state-based policies and initiatives related to recognizing and promoting teacher leadership, as well as teacher career advancement initiatives in local districts. Their recent publication *Creating Sustainable Teacher Career Pathways: A 21st Century Imperative*, presented a comprehensive look at the most promising, evidence-based alternatives to our traditional career trajectories for teachers.[24] Examples included: tiered teacher licensure systems that include "master" or advanced level status; teacher leader/master teacher endorsements or designations; the development of continuums of teaching practice that distinguish the competencies of teachers throughout their careers; and more comprehensive teacher career advancement initiatives. Their thesis is undeniable: The teaching profession needs to evolve to meet 21st-Century career expectations for a new generation of teachers and learners.

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Unlike most professions requiring licensure (nursing, architecture, law, civil engineering), teaching has historically been described as an "unstaged occupation," with fewer opportunities to access higher earning and higher status positions than one would experience in other "staged professions." In addition, in most states, upward movement on the salary scale is determined by number of years served, together with degree attainment, rather than actual performance, although that appears to be changing. This form of rank and pay movement is used across Maryland school districts, with the exception of Baltimore City.[25]

Although much has been written about the stages in the professional life of teachers, the "career path" of a teacher is generally flat or narrowly linear.[26] The main opportunity for career advancement for teachers has been leaving the classroom to become a school administrator. "Mid-career" teachers often experience burnout, stress, and dissatisfaction.

Research shows that teachers improve their proficiency and effectiveness the most during the first seven years of teaching; and the failure to provide comprehensive, high-quality induction programs is costly in terms of lost human capital and diminished teacher effectiveness in the early career stages[27].

It is clear that, without structural changes to the teaching profession—including better working conditions, competitive compensation, flexibility, and career staging—it will be increasingly difficult to attract and retain enough highly motivated and qualified teachers into the profession. Currently, only nine percent of students in the "top third" of their academic cohort express interest in going into teaching.[28] Building additional career stages that value and reward high performing teachers may be one way to motivate promising newcomers to the profession to set longer-term goals that involve leading from the classroom.[29]

The over-arching goals of a teacher career advancement continuum is to ensure consistent access by all students to excellent teachers and teaching teams, create the conditions for advancing student learning for all students, increase the effectiveness of all teachers, and to retain the most effective and talented teachers.

Teacher leadership opportunities will likely be critical in recruiting talented individuals into the teaching profession who might otherwise choose other professions. In addition, these teachers will expect opportunities to participate in decision-making at the school and district level, to assume specific leadership roles, and to be provided with recognition and financial rewards for high performance.

The P-20 Task Force on Teacher Preparation included recommendations for implementing career ladders in Maryland.

What Can We Learn from International Models?

Some international systems have more defined career paths than those in the U.S, examples of which are Singapore, Shanghai, and Australia. Others, such as Finland, Ontario and Japan, have less defined career ladders; but seek to engage all teachers in more collaborative work, sharing practice and research on teaching. What appears to be universal in all these countries is that teachers generally come from the top of their graduation cohort; and that the teaching profession is conferred with high status and, often, high pay. Many countries set attracting the "best and the brightest" into teaching as a national priority.

The table below summarizes some of the characteristics of the international models that are most commonly used as examples of best practice when describing teacher preparation and the teaching profession.[30]

Teacher Policies in Select Countries

SINGAPORE

Recruitment and training: Teachers are recruited from the top third of high school graduates, with only one of eight applicants accepted for admission to the only teacher training institute in Singapore (the National Institute of Education [NIE], located in the Nanyang Technological University, one of the most prestigious institutions of higher education).

Career advancement: A teaching career can take the following tracks: the teaching track which can lead to becoming Principal Master Teachers, the leadership track for those seeking a formal leadership position in the school (the highest being Director-General of Education); and the specialist track focused on research and teaching policy (Chief Specialist). Singapore also has a new performance management system with a clearly defined, comprehensive teacher competency model designed to attain work-related goals, match teachers to a career path, and determine annual bonuses.

SHANGHAI

Recruitment and training: Teacher recruitment is not standardized across China, but is often competitive in urban areas. Teachers may be educated in special upper secondary schools (for pre-school and primary positions), normal colleges (equivalent to junior colleges), and normal universities in a four-year bachelor's degree program. Teachers must pass the National Mandarin Language Test; and those who do not graduate from a university must also pass four examinations in the areas of pedagogy, psychology, teaching methods and teaching ability. Shanghai requires that primary school teachers must hold post-secondary subject degree diplomas, and secondary school teachers must hold a bachelor's degree plus a professional certificate.

Career advancement: Schools have multiple levels of leadership, including the principal and party secretary, three directors, and teaching and research groups. These consist of teachers of the same subject and grade level who are led by master teachers. These groups meet together for up to two hours each week to plan lessons and examine student progress. Teaching and research groups are led by senior or master teachers and are designed to support junior teachers and improve overall instruction in the schools.

FINLAND

Recruitment and training: Teaching is regarded as Finland's most respected profession. Finnish teacher education programs are extremely selective, admitting only one in every ten students who apply. All teachers must now hold a master's degree.

Career advancement: Finland does not have specific leadership roles for teachers; rather, teachers are provided with significant autonomy in how they approach curriculum design and instruction. This professional autonomy and high degree of trust makes teaching a very attractive job, with 90 percent of trained teachers remaining in the profession for the duration of their careers. There are no formal teacher evaluations with the focus instead on self-evaluation. There is neither performance pay nor bonuses.

SOUTH KOREA

Recruitment and training: Teaching is a highly respected career with good working conditions (a high degree of collaboration among teachers), competitive pay and job stability. It is highly regulated at the elementary level, with the country's 11 teachers' colleges being relatively selective. At the secondary level, there are multiple pathways to certification including attendance at a comprehensive university, with selection occurring at the hiring phase. As a result, there is a shortage of elementary teachers and only 30 percent of secondary candidates can find jobs. All teachers must pass an employment test administered by the Metropolitan and Provisional Offices of Education to be hired.

Career advancement: South Korea is currently institutionalizing a Master Teacher system, piloted in 2008. Master teachers must have ten to 15 years of experience. They remain in a teaching role, but are expected to share their expertise with less experienced teachers as well as develop curriculum, instructional practices and evaluation systems. They receive a small monthly stipend for these roles.

ONTARIO

Recruitment and training: Canada is consistently able to recruit high quality students into teaching, with the majority drawn from the top 30 percent of their college cohorts. Ontario requires a minimum three-year postsecondary degree from an acceptable post-secondary institution, plus one year of teacher education, before one can teach. Teachers must apply to the Ontario College of Teaching (OCT), an autonomous licensing body for the province of Ontario. Currently, there is an oversupply of teachers in Ontario, enabling districts to be selective in hiring.

Career advancement: Teachers apply for "additional qualification" in order to allow the career teacher to pursue different career options and specialist positions, including supervisory or leadership positions. The OCT recently implemented a professional designation for teachers called the "Ontario Certified Teacher." Designed as a symbol of respect for the role of teachers versus other educational roles, it is available for all teachers in good standing.

JAPAN

Recruitment and training: Teaching is a highly respected profession, and the system is highly selective at both the admission and hiring stages. Only 14 percent of applicants are accepted into preparation programs, and only 30 to 40 percent are hired in public schools. Teachers must pass a National Entrance Examination to be admitted to an undergraduate program. A teacher's certification depends on the amount of education a teacher has when graduating. Most teachers hold a bachelor's degree. Teachers

undergo a one-year induction program before becoming a full-teacher.

Career Advancement: Teachers may move from teacher to head teacher and then to principal. There are multiple salary grades within, based on performance and experience. Japan is known for its "lesson study" system in which groups of teachers meet to learn informally from their colleagues and exercise significant professional autonomy over the delivery of instruction.

AUSTRALIA

Recruitment and training: Each state or territory has jurisdiction over how teachers are recruited, trained, and certified, although all require a bachelor's degree. Recruiting and retaining highly qualified teachers is a priority of the Department of Education, Employment and Workplace Relations (DEEWR), as a result of concerns over teacher shortages.

Career Advancement: Although there are no specified career paths in Australia, teachers typically have access to a career structure that involves two to four stages, with annual salary increments associated with each stage. These stages range from beginning teacher to experienced teacher, lead teacher, or learning area/grade-level co-coordinator. By the "lead teacher stage," teachers are expected to demonstrate exemplary teaching, educational leadership, and the ability to initiate and manage change.

A summary of the outstanding common elements used abroad does not lead to any surprises and comparisons to Maryland's context are revealing.

1. High performing systems have many practices in common, but funding and programming is different across contexts:

What do high performing systems include?	How are they funded and actualized?
• Competitive entry to programs • Longer course of study, longer practicum • University-school partnerships • Sustained mentorships • Devoted time for collaboration and professional learning • Action research • Teacher-led problem solving • Training institutions • Time and resources devoted to professional development	• Subsidized undergraduate education • Professional development (PD) providers compete for contracts • Some mentor programs are voluntary • Mix of training institutes in local government-run locations as well as universities • High- and low-achieving schools are paired

2. Low teacher attrition rates are associated with high performing systems:[31]

Maryland	6-8% annual, 13% 1st year, 30% by 5th year
Finland	<1% annual 90% retained to retirement
Ontario	2% annual
Singapore	<3% annual
Australia	
Japan	most through retirement
Shanghai	"very few"
Korea	1% annual

3. How does student performance in these international comparisons compare to Maryland students' performance?

Many of these systems share reasonably high student outcomes on indicators like higher education enrollment rates and TIMSS / PISA scores:

	Maryland	Finland	Ontario	Singapore	Australia	Japan	Shanghai	Korea
Higher Ed Enrollment	64.1%	92%	83%	27%	89%	61%	60%	97%
TIMSS	509	514	512	611	505			613
PISA	481, 498	519, 524	518, 523	573, 542	504, 512		613, 570	554, 536

While international comparisons have their limitations, clearly, these international comparisons point to opportunities for expanding our thinking in Maryland. The P-20 Task Force recommended piloting the best practices recommended by research and international models. In early September 2015, the P-20 Task Force Co-Chairs opened a dialogue with deans of education and local education agency superintendents to explore the possibility of pilot programs related to teacher preparation, induction, and professional development. Both deans and superintendents were receptive to the idea of pilot projects, and we recommend that MSDE explore opportunities for reallocating funds to fund pilot project in diverse locations across the state.

Focus Group of Maryland LEA Superintendents and Maryland's Education Deans

On September 1, 2015, the P-20 Teacher Preparation Task Force Co-Chairs convened an all-day focus group of seven deans of education (both public and private universities); eight local education area superintendents; one principal; and five teachers currently teaching in Maryland public schools (both traditionally trained and trained through alternative preparation

programs).[2] The purpose of the focus group was to open a dialogue between deans and superintendents that might lead to innovative, collaborative pilot projects.

The focus group addressed the following questions in a free-flowing and open discussion:
- Describe the ideal teacher preparation program. (What are the essential elements for the preparation and training of teachers?)
- What would need to change in current settings to get us closer to your vision? What would be the ideal relationship, in your opinion, between higher education and school systems? How can (or should) the higher education community contribute? What do teachers need most – and, is the need dependent on professional experience? Do new or novice teachers need different PD from experienced teachers? What should we do about that?
- Professional Development of current teachers: What would be the ideal relationship, in essential elements, for the preparation and training of teachers?
- Do you think superintendents and deans would be willing to work together to create a few pilots across the state in exchange for waivers or exceptions from specific regulations? What, specifically, might be areas of partnership or collaboration between IHEs and LEAs?

Discussion questions for conversation: P-12 Principals and Teachers and Education Deans:
- What are the greatest challenges to having enough quality mentors?
- What are the greatest challenges and opportunities for partnerships between IHEs and schools?
- How are professional development decisions made in your school? How are time and resources allocated?
- How would you create a career ladder for teachers other than the traditional route of having teachers move into administrative and supervisory roles?

Over the course of the day, a series of themes emerged that resonate with the themes of this report: the importance of high quality teacher preparation; the importance of high quality mentoring and professional development; the challenges of teacher recruitment, retention and screening; and the tight connections that must be established between public schools and educator preparation programs. The deans and superintendents universally praised the professional development school (PDS) model, but it became clear during the discussion that the PDS model needed to be redefined to become more flexible and more accessible.

Superintendents agreed that newly-hired teachers do not all arrive with the soft skills necessary for the job (i.e., organizational skills, collaboration skills, experience communicating with families, and cultural proficiency, including proficiency with "learning systems" and "high

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[2] Full focus group report is in Appendix A

leverage practices").

A continuing concern of superintendents is that a large number of newly hired teachers have been trained in other states, and professional development for those teachers has been a huge burden.

All superintendents agreed that, like teachers in high performing systems, all teachers should be trained to use data and trained as researchers. All teachers need to understand the "what, how, and why" of student learning assessment.

Both deans and superintendents agreed that internships need to start before the third undergraduate year, and they should include early field experiences to give both the candidates and the university programs an opportunity to confirm candidates have dispositions for teaching.

Deans strongly endorsed the recommendation that induction should be a collaborative effort with schools spanning a three-year period, including the final academic year of internship and the first two years of employment as teachers. It was suggested that edTPA or other approved performance assessments be moved to the end of the first year of teaching rather than to the end of the teacher preparation program. This reaffirmed the recommendation that induction should be considered a collaborative part of a five-year teacher preparation sequence that extends from the sophomore or junior year of college to the tenure decision by the district at the conclusion of the third year of teaching.

Both deans and superintendents supported the idea of providing teachers time to mentor and to observe each other. This topic of career ladders for experienced educators was also raised in the discussion. Principals have used experienced teachers as mentors, but they have not had extensive experience or models that extend the mentor model beyond an "add on" to teacher workload. There was general interest in exploring the use of full-time coaches as a pilot project in some districts.

Deans and superintendents agreed that we need to develop a strategy for recruiting a diverse population of teachers. All districts are chasing the same limited population of teachers of color and/or teachers who speak languages other than English. The focus group participants recommended creating an active recruiting effort that would focus on under-represented populations. Broadening the recruitment efforts raised a question about entry-level standards: Should there be a wider opening and narrower back end to recruit more candidates and then ensure good training?

Having qualified teachers in every classroom can be a challenge. This raises the question: Are there ways that the teacher of record can oversee a teacher corps that works directly with students?

Alternative preparation programs were part of the discussion with the principals and

teachers. Maryland could benefit from policies that would create a way for alternative certification for academic core teachers that could mirror the idea of the adjunct professor. These teachers could teach specific courses such as foreign language and advanced mathematics and sciences. Also, MSDE should explore how technology can be leveraged to expand certification offerings. In both traditional and alternative programs there was agreement that better quality control is needed, but there was also an understanding that we need multiple ways to fulfill entry point requirements. Using GPA and national test scores solely as measures may exclude potential candidates with promise to be good teachers.

All participants felt there was an urgent need to find out what is driving teachers out or driving prospective teacher education students away from the major.

Special attention must be given to addressing the bureaucratic problems associated with special education that lead to teacher burnout and teacher turnover. Best practices, such as hiring secretaries to manage IEPs (Individual Education Plans for special education), reorganizing casework, and differentiated teacher roles, should be explored and considered. These could include master teachers who oversee work and success coaches, creating career ladders for teachers.

The discussion of career ladders included considering the medical school model of mentors and clinical professors coming from the teacher profession, and building a statewide cadre of master teachers to be shared by districts. (One superintendent shared an anecdotal observation: There is less teacher turnover at schools with high rates of mentorships.) Mentors would benefit from online training opportunities and refresher courses.

Participants agreed that higher education needs to be more involved in the first one- to two years of teaching – bridging the gap between college, induction, and professional development. Beginning teachers are only "3/4 baked" and need support during first two years or leading up to the tenure decision.

Suggestions for pilot projects included the development of a menu of options for continuing education for entering teachers with options for entry into master's programs and MSDE credit. Courses could be held in schools and focus on how to translate theory into the classroom.

Professional Development Schools

Many higher education and school leaders see professional development schools as a beneficial structure that lends both coherence and direction to the internship process, but critics raised concerns that current outdated PDS regulations impede innovation by reducing alternative structures and paths.

All participants wanted more evidence of the effectiveness of professional development schools in Maryland. Twenty years after the introduction of PDS, few studies offer insight into the effectiveness of the model with respect to student success or retention of teachers in the field. The PDS has not been examined to determine if certain elements such as mentoring, IHE engagement with the schools or professional development are the lynchpin for success or if the synergy of the process creates the impact for success. It is equally true that little is known about the variability of effectiveness across sites within a university network as well as across universities.

The group recommended that MSDE encourage universities to collaborate with local schools to design alternative PDS models. These proposals should include identifiable innovations and incorporate an evaluation component that compares the model with current PDS practices. A review process prior to implementation that includes schools, universities, and MSDE or an alternative independent group should be in place. Examples of this strategy exist in the proposed model developed by Baltimore County Schools in conjunction with Towson University. The model addresses the needs of the county, while providing Towson University an enhanced model of internship.

In the mid-term, selected data currently collected by universities to meet CAEP/NCATE requirements should be collected and analyzed across sites by an independent organization to offer comparable data reviews and inform universities of their current strengths and areas for improvement. Data from employers, teacher graduates, and mentors would be sources of data for this reporting as well as employment records.

In the long term, the Task Force should take this and other findings, including economic costs and benefits, into restructuring PDS models and guidelines. The goals of the restructuring should be clearly defined early in this process and include teacher retention, teacher professional development, and student learning.

PD schools need to focus on and reflect today's students who are currently sitting in Maryland's classrooms. They need to:
- Establish more diverse programs and good mentors;
- Train in well-functioning schools with diverse populations; and
- Have access to students in all areas of the university (e.g. nursing, social work) to offer wrap-around services.

At the conclusion of the focus group, deans at the higher education level and superintendents, teachers and principals at the K-12 level agreed that they would welcome an opportunity to apply for funding for pilot projects to address these shared goals.

Council for the Accreditation of Educator Preparation (CAEP) Accreditation

The CAEP accreditation standards call upon all educator preparation programs to create a culture of evidence to inform their work, and we strongly support this fundamental orientation. However, currently, neither the state nor individual institutions have the infrastructure to support that comprehensive data collection. The Task Force acknowledged that another group, the National Council of Teacher Quality (NCTQ), is attempting to usurp the regular accreditation process, but the P-20 Task Force categorically rejects the premise that NCTQ can replace national accreditation standards as accountability standards for Maryland teacher preparation programs.

The education deans recommended that MSDE appoint a study group to address the following issues with particular attention to effectiveness and efficiency of Maryland's CAEP agreement:
- Entry criteria (3.0 and consideration of SAT or ACT scores) with recommendations that accommodate Maryland's special relationship with community colleges through the AAT programs;
- Data collection, including employer surveys, measures of impact on student learning, and indicators of teacher effectiveness;
- Cost analysis and recommendations to address possible cost-sharing agreements with MSDE;
- Fairness with respect to accreditation of both EPPs and MAAPs; and
- Sampling as an acceptable method of data collection and analysis to allow for program-level generalization back to the institution.

Recommendation for the Creation of an Implementation Group

Maryland has an opportunity to lead the nation in a reconsideration of teacher preparation and professional development that could lead to dramatic improvements in student learning and student success. Maryland is not only a "Race to the Top" state, Maryland is also a "First in the World" state, and together those two designations catapult Maryland to a position of national visibility and national leadership in public education P-20 -- from pre-school through college and career.

The co-chairs of the P-20 Teacher Preparation Task Force recommend the creation of an implementation group to be made up of stakeholders with an interest in the improvement of the teaching force, including: MSDE, P-12 local education agencies, and public and private two- and four-year institutes of higher education, to make recommendations that would lead to significant policy changes in:
- The program approval process for teacher preparation programs (redesign of teacher education) that would expand on the current PDS model to establish shared funding, responsibility, and accountability for preparation and induction;

- The allocation and uses of state and local professional development resources to support induction and career ladders; and
- Designated funding for pilot projects that would provide demonstration models and rigorous evaluation of scalable innovations in preparation, retention, professional development, and career ladders.

Pilot projects might propose some or all of the elements below:
- Re-examination of district human resource policies to see if they are effective in recruiting teachers who are high academic achievers; identifying and managing talent; and providing diverse and flexible career options as part of retaining "high achievers;"
- Proposals for federal and state legislation and grant programs that support new school staffing structures and leadership roles for teachers as well as advance teacher career paths;
- Proposals for policies that encourage higher education institutions to match the supply of prospective educators to demand and increase the selectivity of admissions policies to undergraduate and graduate programs for educators;
- Removal of barriers to the mobility of teachers between districts and states, as well as between careers inside and outside of education, by re-structuring teacher pension systems and making them more portable;
- Structures to incorporate teacher leadership roles into state licensure systems, and districts to recognize and deploy teachers in leadership positions and differentiated roles with appropriate credentials;
- Implementation of [state level] guidelines for standards-based assessment and teacher evaluation systems that create the groundwork for differentiated career paths and compensation systems;
- Re-thinking the one teacher/one classroom organization of schools to facilitate new staffing structures that differentiate roles of teachers and extend the reach of highly effective teachers;
- Re-structuring time, space, scheduling, and other support structures within schools to ensure all teachers have opportunities for collaboration, peer learning, and sharing of practice;
- Implementing shared leadership and collaborative structures between principals/administrators and teachers/teacher leaders, and encourage decision-making at lower levels of the organization with substantive teacher input;
- Encouraging collective responsibility by teachers for the success of their colleagues by promoting peer coaching and peer input into teacher evaluation;
- De-emphasizing seniority in the assignment of teachers to leadership roles and identifying highly effective teachers regardless of years of experience;
- Implementing flexible job structures that recognize the life and career cycles of teachers; such as sabbaticals, job-sharing, and part-time work;
- Taking advantage of technology in extending the reach of highly effective teachers through blended learning structures and promoting teacher

collaboration and professional development through social media and other technological tools; and

- Developing sustainable systems for teacher career advancement that are not dependent on one-time grants or discretionary state or federal funding streams.

Conclusion

Maryland has an opportunity to be a national leader in recruiting, preparing and keeping the highest quality teachers in public schools. Intensive work with stakeholder groups over the past two years has resulted in an assessment and analysis of national and international best practices as they relate to the Maryland context.

Furthermore, the current projection is that the federal government will release the final teacher preparation regulations in December 2015, and that they will call for states to rank and evaluate all teacher preparation programs and use "student learning" as a metric. As noted in JCR R00A02.55, new assessment data, such as the Partnership for Assessment of Readiness for College and Careers (PARCC) scores, will be released at various times this fall and early winter and will have two years of data on student achievement that will allow for a stronger evidence-based analysis.

Given the breadth and depth of the recommendations that have earned consensus and approval from a broad group of stakeholders, including K-12 leaders and teachers, higher education leaders, deans and faculty, teachers and teacher unions, and parents and public education policy makers, **the co-chairs of the P-20 Teacher Education Task Force recommend that the legislature task MSDE and MHEC to prepare a cost analysis for the high priority recommendations offered in this report and make recommendations for the 2017-18 fiscal year for budget reallocations to support those recommendations that have the greatest evidence of high return on investment as defined by higher teacher retention and student achievement .**

Furthermore, MSDE should establish an incentive fund for pilot projects and review evidence of progress on the key goals of recruiting and retaining high quality teachers in Maryland public schools, with the goal of improving student learning outcomes and increased college and career readiness. Funding incentives will not necessarily be completely dependent on new dollars. Rather, there are several opportunities for reallocation of current resources that should be considered:

- District-level and school-wide professional development funds: Current professional development funds in every district could be reallocated for new priorities and career ladder incentives.
- Quality Teacher Incentive Funds (QTI): Restructuring the QTI funding to include several different buckets, including, but not limited to:
  - Rewarding teachers for National Board Certification and/or teaching in the lowest performing schools;

- Creating competitive pilot projects to improve teacher retention and recruitment and using 2015 PARCC scores as baseline; and
- Establishing three-year cycles with flexibility for determining the actual measures as needed.

- Projected teacher retention savings: An "advance" on teacher retention savings, based on the estimate that PGCPS and Baltimore City alone spend $42 million per year to attract and train replacement teachers (NCTAF, 2007).
- Improving Teacher Quality State Grants (ITQ): These grants, authorized by Title II, Part A of the No Child Left Behind Act of 2001, overseen by MHEC, support higher education to prepare quality teachers and principals.

A summary of the high priority recommendations found in this report is listed below:

Pre-Service Tenure Induction
Establish a 3-year residency model for all pre-tenured teachers that engages higher education teacher preparation programs in collaborative partnerships with school districts. • Fund initial pilot Teaching Innovation Centers with state "seed" money and subsequently with savings from reduced teacher attrition. • Create Professional Learning Networks built on a model of internships and residencies to increase the number and variety of field placements for teacher candidates. • Increase the number and variety of field placements to promote adaptive expertise, with the final placement organized in a way that simulates what is expected in the first year of teaching. • Prioritize in-state programs for field placements, internships, and post-baccalaureate residencies.
Professional Development for Current Teachers
Create effective, job-embedded professional development that is aligned with the needs of students and teachers. • Establish a collaboratively-developed P-20 school/university partnership process for building professional development programs that meet individual teacher needs. • Reallocate existing professional development funds to support collaboratively-developed models.

Continuous Improvement through Accountability
Align current Institutional Performance Criteria and Council for the Accreditation of Educator Preparation (CAEP) standards with Maryland's education priorities to ensure efficient and effective use of resources. • Ensure that higher education institutions have access to all data necessary for continuous improvement research. • Build Maryland accountability recommendations around the ideal conditions that contribute to the development of highly effective teachers and set a high bar for qualifications and expectations for all teacher preparation programs.

Career Ladder
Introduce career ladders that differentiate teachers based on experience and skill, and infuse more resources into teacher-shortage areas. • Create and support mentoring programs for novice or struggling teachers that are designed by more experienced teachers. • Introduce 11-month contracts for teachers allowing more time for greater leadership roles that could include writing curriculum and planning, facilitating professional development, or observing and giving feedback to other teachers.

P-20 Teacher Preparation Task Force Focus Group:
Deans, Superintendent, Principals and Teachers
September 1, 2015
10:00 a.m.-3:00 p.m.
Carver Professional Development Center

Attendees:
Education Deans: Donna Wiseman (UMCP), Laurie Mullen (TU), Traki Taylor (BSU), Joshua Smith (Loyola), Deborah Kraft (Stevenson), Pat Welch (MSU), Gene Schaffer (UMBC)
Superintendents: Kevin Maxwell (PGCPS); Henry Wagner (Dorchester); Kimberly Hill (Charles); John Fredericksen (Wicomico); Susan Brown (Harford); Heather Moorefield (Harford); Karen Salmon (MSDE); Renee Spence (PSSAM)
Principals: Shantay McKinily (Baltimore City)
Teachers: Heather Husk (SMCPS); Colleen Gill (SMCPS); Michelle Batten (AACPS); Casey Kirk (MSDE); Susannah Miragliuolo (Baltimore City)
Facilitators: Jack Smith (MSDE); Nancy Shapiro (USM);
Staff: Gail Hoerauf-Bennett (MSDE); Dewayne Morgan (USM); Stephanie Hall (USM)

All participants were given a set of questions in advance

Discussion questions for conversation: LEA Superintendents and Education Deans
- Describe the ideal teacher preparation program. (What are the essential elements for the preparation and training of teachers?)
- What would need to change in current settings to get us closer to your vision? What would be the ideal relationship, in your opinion between Higher Ed and School Systems? How can (or should) the higher education community contribute? What do teachers need most---and is the need dependent on professional experience? Do new or novice teachers need different PD from experienced teachers? What should we do about that?
- Professional Development of current teachers: What would be the ideal relationship, in essential elements, for the preparation and training of teachers?)
- Do you think superintendents and deans would be willing to work together to create a few pilots across the State in exchange for waivers or exceptions from specific regulations? What, specifically might be areas of partnership or collaboration between IHEs and LEAs?

Discussion questions for conversation: P-12 Principals & Teachers and Education Deans
- What are the greatest challenges to having enough quality mentors?
- What are the greatest challenges and opportunities for partnerships between IHEs and schools?
- How are professional development decisions made in your school? How are time and resources allocated?

- How would you create a career ladder for teachers other than the traditional route of having teachers move into administrative and supervisory roles?

Over the course of the day, a series of themes emerged:
- Knowledge and Skills Gained Through Teacher Training
- Mentoring and professional development
- Teacher retention and professional development
- Teacher Recruitment and Screening
- Teacher retention and professional development
- Professional development schools

Knowledge and Skills Gained Through Teacher Training:

Superintendents agreed that newly hired teachers do not all arrive with the soft skills necessary for the job (procedural things, collaboration skills, communication with families, cultural proficiency/ AKA "learning systems" AKA "high leverage practices").
A large number of newly hired teachers have been trained in other states.

All Superintendents agreed that all teachers should be trained to use data, trained as researchers (this is supported by what high performing systems are doing). Teachers need to arrive in schools understanding what, how, and why to assess.

LEAs need to define what all new teachers need to know and be able to do
- IHEs need to provide opportunities – online and through MATs
- Hubs of Innovation where IHEs provide theory and abstract, working with LEAs to make it practical
- Make opportunities available to all areas of the State

Both deans and superintendents agreed that internships that start at the third year are problematic. The consensus was that all candidates should have early field experiences to give them and the university programs an opportunity to confirm they have dispositions for teaching.

Deans were strong supporters of the idea that induction should be a collaborative effort with schools, spanning the year of internship and the first two years of employment as teachers. One dean suggested that EdTPA or other approved performance assessments be moved to the end of the first year of teaching rather than the end of the teacher preparation program, reaffirming that induction should be considered a collaborative part of teacher preparation.

Can there be regional meetings with superintendents and education deans?

Mentoring:

Both deans and superintendents supported the idea of providing teachers time to mentor and time to observe each other, if resources were available. This topic was also raised in the discussion of career ladders for experienced educators. Principals have used experienced teachers as mentors, but they have not had extensive experience or models that extend the mentor model beyond an "add on" to teacher workload. Some school districts have full time coaches, but it is not a generalized practice in Maryland.

Teacher Recruitment and Screening:

All participants in the focus group expressed concern about the drop-off in numbers of students entering teacher preparation programs. The teacher shortages in the districts will be exacerbated by the lower enrollments in teacher preparation programs.

There is a need to develop a strategy for recruiting a diverse population of teachers. All districts are chasing the same limited population of teachers of color and/or teachers who speak languages other than English. The discussants recommended creating an active recruiting effort that would focus on some of the less represented populations. Should there be a wider opening and narrower back end to recruit more candidates and then ensure good training?

Having qualified teachers in every classroom can be a challenge. Are there ways that the teacher of record can oversee a teacher corps that works directly with students?

Alternative preparation programs were part of the discussion with the principals and teachers. Maryland needs a way for alternative certification for academic core teachers that could mirror the idea of the adjunct professor. These teachers could teach specific courses such as foreign language and advanced. Also, MSDE should explore hoe technology can be leveraged to expand certification offerings. In both traditional and alternative programs there was agreement that better quality control is needed, but also an understanding that we need multiple ways to fulfill entry point requirements. Using GPA and national test scores may end up excluding potential candidates with promise to be good teachers.

Clear indicators need to be set for:
- Entry into higher ed
- Entry into teacher ed
- Entry into practicum year
- Placement as a full time teacher
- Granting of tenure

Is there a correlation between Praxis scores and good teaching? Is Praxis I serving as a barrier to potentially good teachers gaining entry into the teaching profession?

We need to fully engage the community colleges (AAT) in recruitment/attraction efforts.

Teacher retention:

We need to find out what is driving teachers out or driving prospective teacher ed students away from the major.

We need to address the bureaucratic problems associated with special education that lead to teacher turnover. We should search for best practices such as hiring IEP secretaries and reorganizing the work. Could there be a different type of teacher, such as a case management specialist. (This could include teachers that are master teachers that oversee work and success coaches, creating career ladders for teachers.)

Consider differentiated levels of teaching (analogy to medical profession).

Build a master teacher statewide pipeline.

Anecdotally shared: Less turnover at schools with high rates of mentorships.

Higher ed needs to be more involved in the first 1-2 years of teaching – bridging the gap between college, induction and professional development. Beginning teachers are only "3/4 baked" and need support during first 2 years.

Mentors would benefit from online training opportunities and refresher courses.

There could be a menu of options for continuing education for entering teachers with options for entry into Master's programs and MSDE credit. Courses could be held in schools and focus on how to translate theory into the classroom.

Career ladders:
- Having the opportunity to mentor a teacher can change the mentor teacher's outlook
- Teachers should be offered leadership opportunities
- Teachers can serve as adjunct faculty to IHEs
- Master teachers can provide PD in their own and other counties
- Principals need to be trained to recognize teacher leadership talents

Professional Development Schools:

Professional Development Schools have been a signature element of Maryland's teacher preparation model. PDS's are defined by collaborations between IHE's and schools, but both deans and superintendents noted that PDS regulations need to be updated to accommodate different models, including broader geographic networks, virtual communities of practice, and alternative certification for career changers. In addition, the committee recommends a research study to assess the return on investment of PDS networks.

Twenty years after the introduction of PDS, few studies offer insight into the effectiveness of the model in terms of teacher intern success with students or retention in the field. The last study that was done, (Tom Proffitt, 2000) indicated that students trained in PDS schools were retained at a significantly higher rate than non-PDS trained teachers.[32] The co-chairs of the P-20 Task Force on Teacher Preparation recommend that MSDE work with IHEs to systematically examine which elements and interventions lead to the greatest success for PDSs. Such a study would assess elements such as mentoring, job-embedded professional development and/or school leadership development with respect to teacher retention and student achievement.

Meanwhile, MSDE can invite K-12/ higher education pilot projects that expand the definition of the PDS. These pilot project proposals would incorporate an evaluation component that compares the innovation model with existing PDS practices. Examples of this strategy exist in the proposed model developed by Baltimore County Schools in conjunction with Towson University. The model addresses the needs of the county while providing Towson University an enhanced internship model.

In the mid-term, selected data currently collected by universities to meet CAEP/NCATE requirements should be collected and analyzed across sites by an independent organization to offer comparable data reviews and inform universities of their current strengths and areas for improvement. Data from employers, teacher graduates and mentors would be sources of data for this reporting as well as employment records.

In the long term, the taskforce should take this and other findings, including economic costs and benefits, into restructuring PDS models and guidelines. The goals of the restructuring should clearly defined early in this process and include teacher retention, teacher professional development, and student learning.

PD schools need to focus on and reflect today's students who are currently sitting in Maryland's classrooms
- Need more diverse programs and good mentors
- Need to train in well-functioning schools with diverse populations
- Schools should be able to access students in all areas of the university (e.g. nursing, social work) to offer wrap-around services

Follow up items:
- Send teacher prep report to all participants
- Send draft report to all participants
- Send meeting notes to all participants

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Table 5A

Teacher Attrition: By Years of Experience
Maryland Public Schools
October 16, 2014 Through October 15, 2015

Local School System	Years of Experience								Total Attrition*	Total Teachers	Percent Attrition
	Less than One	One to Five	Six to Ten	Eleven to Fifteen	Sixteen to Twenty	Twenty One to Twenty Five	Twenty Six to Thirty	More than Thirty			
State	262	1,549	888	517	317	239	198	561	4,531	60,053	7.0
Allegany	0	2	2	3	4	2	4	15	32	609	5.0
Anne Arundel	31	154	104	54	36	36	23	64	502	5,524	8.3
Baltimore City	21	296	91	52	50	22	14	69	615	5,264	10.5
Baltimore	66	159	115	63	51	48	24	62	588	7,373	7.4
Calvert	0	13	5	9	4	6	2	13	52	1,005	4.9
Caroline	0	10	3	3	2	0	4	10	32	405	7.3
Carroll	0	30	25	21	9	5	4	10	104	1,856	5.3
Cecil	2	17	19	14	5	2	2	20	81	1,160	6.5
Charles	11	40	38	11	5	1	1	17	124	1,791	6.5
Dorchester	2	9	8	4	1	1	2	1	28	386	6.8
Frederick	1	69	41	31	17	18	14	37	228	2,640	7.9
Garrett	0	10	3	0	3	0	2	2	20	292	6.4
Harford	18	57	35	15	16	9	15	22	187	2,609	6.7
Howard	8	56	62	39	31	24	24	54	298	4,148	6.7
Kent	1	3	0	1	1	0	0	1	7	156	4.3
Montgomery	27	130	104	59	29	26	26	64	465	10,541	4.2
Prince George's	54	424	173	93	33	16	20	23	836	8,901	8.6
Queen Anne's	2	6	1	5	1	2	1	5	23	518	4.3
SEED School	0	2	2	3	0	0	0	0	7	39	15.2
St. Mary's	2	15	12	9	6	6	5	19	74	1,061	6.5
Somerset	5	7	6	1	0	0	0	0	19	229	7.7
Talbot	0	5	4	2	1	2	1	4	19	321	5.6
Washington	11	17	20	15	8	3	4	24	102	1,524	6.3
Wicomico	0	14	12	9	3	6	4	12	60	1,111	5.1
Worcester	0	4	3	1	1	4	2	13	28	590	4.5

es not include 638 teachers who transferred from one LEA to another.

Teacher Attrition: By Years of Experience
Maryland Public Schools : 2013-2014

Local School System	Less Than One	One to Five	Six to Ten	Eleven to Fifteen	Sixteen to Twenty	Twenty One to Twenty Five	Twenty Six to Thirty	More Than Thirty	Total Attrition	Total Teachers	Percent Attrition
State Total	204	1,396	940	454	238	205	162	562	4,161	59,315	6.6
Allegany	0	0	5	2	2	2	5	17	33	634	4.9
Anne Arundel	21	128	108	28	21	23	26	67	422	5,405	7.2
Baltimore County	64	135	115	66	37	36	23	62	538	7,440	6.7
Calvert	1	5	19	6	10	2	4	13	60	1,049	5.4
Caroline	0	3	4	3	2	0	1	1	14	405	3.3
Carroll	0	22	13	22	4	4	2	3	70	1,897	3.6
Cecil	0	28	10	5	3	3	6	3	58	1,149	4.8
Charles	3	11	7	3	1	1	0	2	28	1,704	1.6
Dorchester	6	7	4	2	1	0	3	6	29	373	7.2
Frederick	0	42	47	23	14	10	6	39	181	2,704	6.3
Garrett	0	1	1	2	2	0	1	5	12	295	3.9
Harford	8	36	30	14	13	11	1	28	141	2,826	4.8
Howard	6	68	49	29	17	14	10	47	240	3,858	5.9
Kent	0	8	2	0	0	0	1	1	12	181	6.9
Montgomery	22	123	84	39	27	17	14	62	388	10,394	3.6
Prince George's	40	375	262	99	25	16	13	28	858	8,364	9.3
Queen Anne's	0	11	5	3	1	0	1	2	23	510	4.3
Saint Mary's	1	26	22	8	2	2	8	12	81	1,069	7.0
Somerset	0	5	1	4	1	3	1	6	21	224	8.6
Talbot	0	6	3	3	0	0	1	3	16	316	4.8
Washington	6	21	20	9	6	8	7	27	104	1,532	6.4
Wicomico	1	8	16	8	4	2	3	11	53	1,089	4.6
Worcester	0	8	7	2	0	2	2	14	35	594	5.6
Baltimore City	25	314	103	72	45	49	23	103	734	5,284	12.2
SEED	0	5	3	2	0	0	0	0	10	39	20.4

NOTE: Only includes staff whose primary position is a teacher, including reading specialists.

Teacher Incentives By State

State	Incentives
Alabama	Scholarships up to $20,000 over four years for undergrads who agree to teach in Alabama public schools. Loan forgiveness for teachers in high-need schools. Various monetary incentives by district.
Alaska	Due to budget cuts in recent years, few incentive programs are currently funded.
Arizona	The Arizona Ready-for-Rigor Project provides pay-for-performance incentives to encourage high-quality teachers to teach in high-needs schools.
Arkansas	Arkansas offers increased pay to teachers of high-need subjects or teachers willing to work in high-demand districts. The state provides bonuses for teachers with National Board Certification; between $1000-$2000 in 2005/2006. Formally offered housing support for teachers, however the program no longer appears to be funded.
California	California rewards teachers with a slight increase in salary for each semester unit of undergraduate coursework taken, as well as for years of experience. Additionally, teachers are eligible for the Good Neighbor Next Door program, which provides a significant discount on housing in certain areas. State and local agencies can issue tax-exempt mortgage revenue bonds or credit certificates to credentialed teachers and administrators who are employed at a low preforming K-12 CA schools. .
Colorado	Colorado offers differential pay and loan forgiveness to teachers working in high needs schools. Teachers receive compensation based on a variety of criteria including; length of employment, school performance level, school growth level, general performance. demand for position, loan reimbursement, level of education, and the current year's evaluation compared to the previous year's.

Connecticut	Elementary and secondary school teachers who teach in high-needs school districts (those serving low-income families) may qualify for student loan forgiveness after five years. The borrower must have taught full-time for five consecutive academic years at a qualifying school.
Delaware	The Delaware Talent Cooperative program provides between $5,500 and $7,500 over two years for eligible educators already working in participating schools. Educators can earn this award annually, for a total of up to $15,000. Initial training and ongoing professional learning is covered at no cost to the educator.
District of Columbia	Any WTU member who earns an IMPACT rating of Highly Effective is eligible for IMPACTplus. IMPACTplus has two parts: an annual bonus after one year of being rated Highly Effective and an increase in base salary after two consecutive years of being rated Highly Effective.
Florida	Florida provides differential pay as an incentive to get teachers into high needs schools and shortage subjects. All teachers hired after July 1, 2012 are to be placed on the new performance pay scale. Veteran teachers may move to the new performance pay schedule. If they relocate or are transferred to a new district, they will automatically be put on annual contracts for life and lose their Professional Service Contract.
Georgia	Georgia provides additional pay incentives for those willing to teach in high needs school districts, or in shortage subjects. The state provides support stipends, currently $500 per semester, for individuals seeking secondary credentials, or degrees in early childhood education, or child development. Georgia rewards early care and education professionals for their educational attainment and for remaining employed in the same child care program for at least 12 consecutive months. Awards range from $250 to $1250 depending on the level of education attained.

State	Description
Hawaii	Hawaii is currently experiencing a shortage in special education trained teachers, so additional salary and benefits are being offered in that area. Incentives range from $10,000 over 3 years to $3,000 for each year of employment (no time limit denoted).
Idaho	Idaho uses a salary schedule that rewards teachers for years of service to the state, as well as higher levels of education. There is no differential pay offered for teaching in high need districts or subjects.
Illinois	The Illinois Teacher's Loan Repayment Program provides awards to encourage academically talented Illinois students to teach in Illinois schools in low-income areas.
Indiana	The Next Generation Hoosier Educators scholarship awards up to $7,500 for no more than 4 years to 200 applicants at accredited post-secondary educational institutions approved by the commission.
Iowa	Iowa offers between $5,000 and $17,500 in loan forgiveness benefits to certain full-time teachers who serve in designated low-income schools. The Teach Iowa Scholar (TIS) Program provides qualified Iowa teachers with awards of up to $4,000 a year. for a maximum of five years, for teaching in Iowa schools in designated shortage areas.
Kansas	The Governor has expressed an interest in instituting a merit pay system for teachers in the state.
Kentucky	Salaries and incentives are determined on a district by district basis.
Louisiana	Louisiana provides differential pay for teachers willing to work in high demand districts and in shortage subjects. Teachers also receive merit pay based on Compass evaluation ratings.
Maine	Maine does not provide incentives for teachers in high needs schools or shortage subject areas.

Maryland	Maryland provides additional pay support to teachers working in high needs schools and shortage subjects. Salary schedules are left up to the individual school districts.
Massachusetts	The aMAzing Educators program provides; performance based compensation, scholarships for those who agree to become teachers for at least one year, loan forgiveness for teachers in hard to staff assignments, special education, and in high need schools.
Michigan	Michigan does not provide additional pay for teachers working in high needs schools or shortage subjects. The State recently conducted buyouts of teachers in 2016 having previously conducted buyouts in 2010.
Minnesota	Minnesota does not currently provide differential pay for teachers in high needs schools or shortage subjects; however teacher shortages are resulting in calls for financial incentives for teachers who want to work in high-need areas.
Mississippi	Mississippi provides additional salary for teachers in high needs schools and shortage subjects. Teachers in critical shortage areas may receive two years of - tuition, fees, books, and average cost of room/meals for two years of teaching. The state offers up to $4000 in loan forgiveness for one year of teaching.
Missouri	Missouri does not provide any additional pay for teaching high-demand districts or school subject. Districts offer various monetary incentives for national certification.
Montana	Montana provides loan forgiveness to teachers willing to work in high demand schools and shortage subjects.
Nebraska	Nebraska provides loan forgiveness to teachers in high needs schools and shortage subject areas. Salary bonuses for ESL teachers are offered by some schools in the state.

Nevada	Nevada offers $4000 per new teacher working in under preforming schools. The Teach Nevada scholarship provides $3,000/semester, per-student, not to exceed an aggregate of $24,000 per-student.
New Hampshire	New Hampshire provides loan forgiveness for teachers willing to work in high need schools or shortage subjects.
New Jersey	New Jersey does not provide any additional pay for teaching high-demand districts or school subject.
New Mexico	New Mexico does not provide any additional pay for teaching in high needs schools or shortage subjects
New York	Recently hired teachers working in select high-need schools may be eligible for an annual award of $3,400 for up to four years through the Teachers of Tomorrow (TOT) program. Master Teachers, who work intensively with other teachers, providing one-on-one coaching and guiding professional development, earn a $20,000 salary differential. Model Teachers share and model proven teaching techniques with their peers, inviting other teachers into their classroom, and demonstrating those techniques in practice. They receive a $7,500 salary differential. New York further provides loan forgiveness and scholarships for teachers willing to work in high-needs areas.
North Carolina	Teacher pay increases each year, and those who hold advanced degrees, such as a Master's degree, are also paid higher salaries. Mentoring new teachers and becoming National Board Certified Teachers can also result in additional salary in North Carolina.
North Dakota	The Teacher Incentive Grant Program provides financial assistance to teachers who wish to explore new and creative ways of integrating the arts into other areas of the curriculum.

Ohio	Ohio school districts follow a salary schedule for minimum teacher pay that starts at $17,300 for 1st year teachers with no college degree, and culminating at $32,460 for teachers with more than 11 years of experience and a master's degree. The Ohio Department of Education also rewards teachers with different monetary awards and recognitions, including the Ohio Teacher of the Year Award.
Oklahoma	The Teacher Shortage Employment Incentive Program (TSEIP) is a legislative ruling administered by the Oklahoma State Regents for Higher Education. TSEIP was designed to recruit and retain mathematics and science teachers in Oklahoma. Successful candidates will be reimbursed eligible student loan expenses (a set amount, which may vary yearly) or an equivalent cash benefit.
Oregon	Oregon provides loan forgiveness for teachers in high needs schools.
Pennsylvania	The state offers differential pay and loan forgiveness as incentives for teaching in high-needs schools or in subject areas with shortages.
Rhode Island	Rhode Island completed a trial pay-for-performance program in two districts in the 2013-2014 school year. At this point the program has concluded and no further action appears to have been taken.
South Carolina	South Carolina provides loan forgiveness for teachers in high needs schools and shortage subjects. The state also provides incentives for attaining National Board Certification, ranging between $5,000 and $7,500.
South Dakota	South Dakota dedicates revenue from video lottery for the purpose of supplementing teachers' salaries.
Tennessee	An LEA may be awarded incentive funds up until the maximum threshold of $5,000 per year. Incentive funds are awarded on a first come, first served basis up to a statewide ceiling of $100,000 per fiscal year.

Texas	First year teachers are provided with a minimum salary of $27,320, and teachers with 20 or more years of teaching experience are provided with a minimum salary of $44,270. The most successful teachers in Texas can also receive merit awards, such as the Texas Educator Excellence Award and District Awards for Teacher Excellence.
Utah	House Bill 203 extends income supplements that are already offered to teachers of math and science classes to those that teach courses in engineering, special education, and computer science. The annual compensation is also being increased; qualified teachers would receive a supplemental $5,100 to their income in 2016 (up from $4,100), with incremental $1,000 increase up to $10,000 in 2021.
Vermont	Vermont does not seem to have any ongoing teacher incentive programs. In its recent Educator Equity report the state identifies issues which run counter to the national trend with regards to teacher retention. The major issue appears to be rural isolation and cultural acclimation rather than working in a high-minority environment.
Virginia	The Virginia Teaching Scholarship Loan Program (VTSLP) provides financial support to students who are preparing to teach in one of Virginia's critical shortage teaching areas. The critical shortage teaching areas are determined annually through the Supply and Demand Survey for School Personnel, based on data received by school divisions in Virginia. Shortages in specific subject areas are derived from the top 10 academic disciplines identified by the survey as shortage fields.
Washington	Teachers in qualifying challenging schools will receive an additional bonus up to $5,000. This additional bonus is based on the teacher's percentage of time spent at the qualifying challenging school.
West Virginia	HB 2389: Teachers receive an annual $1000 permanent salary increase per year.
Wisconsin	Teachers who receive performance based bonuses fall into one of four categories, with different dollar amounts assigned to each. They include "distinguished" ($2,800), "high performing" ($1,900), "proficient" ($1,575) and "average" ($500). The two lowest categories – basic and unacceptable – do not come with bonus money. After six years teachers are expected to rank above the "average" category to get a bonus.

| Wyoming | In 2014 Gov. Mead recommended that educator's salaries be increased to a more competitive level in order to attract/retain teachers. However, Wyoming does not appear to offer any incentives at this time. |

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Appendix VI

The 2nd meeting of the Teacher Induction, Retention, and Advancement Act of 2016 Workgroup was called to order by Ms. Sarah Spross at 1 p.m.

In attendance: Dr. Sylvia Lawson (MSDE), Sarah Spross (MSDE), Emily Dow (Maryland Higher Education Commission), Linda Gronberg-Quinn (Maryland Association of Directors of Teacher Education at Community Colleges), Deborah Kraft (Maryland Independent College and University Association), Nancy Shapiro (University of Maryland System), Rowena Shurn (Maryland State Education Association), Amanda Conn (MSDE)

MSDE Staff: Jean Marie Holly (MSDE), Cecilia Roe (MSDE), Dan Capozzi (MSDE), Alexandra Cambra (MSDE), Kelly Meadows (MSDE), Jessica Bancroft (MSDE), Ruth Downs (MSDE)

Absentees: Mariette English (Baltimore Teachers Union), Tess Blumenthal (Maryland Association of Elementary School Principals), Laura Weeldryer (Maryland State Board of Education), Jack Smith (Public School Superintendents Association of Maryland), Annette Wallace (Maryland Association of Secondary School Principals), Derrick Simmonsen (Attorney General's Office/MSDE Legal Representative), Aidan DeLisle (MSDE)

Welcome:

Ms. Sarah Spross welcomed the panel members. Ms. Spross asked the panel members to reintroduce themselves as some changes in the panel have occurred since the last meeting. Ms. Spross introduced Dr. Sylvia Lawson as the new Chief Performance Officer for School Effectiveness and Ms. Amanda Conn, Executive Director of Government Relations. Dr. Lawson thanked the members of the workgroup for their time and perseverance.

Senate Bill 493

Senate Bill 493 has been multiple years of work. The meeting schedule for the workgroup is robust, due to the fact the first report is due November 1, 2016. Ms. Spross stated that in order for the workgroup to put together a comprehensive interim report, the workgroup will have to meet at a rapid pace to get everyone's input. The workgroup members will make there recommendations regarding the content of the final report. The first report needs to be done by September 15 at the latest.

Ms. Spross stated that the committees can have alternatives. There will be a primary and an alternate for the five committees. The alternate and the primary cannot be on the committee at the same time. They can be there to share information only. Ms. Spross stated that she does not know if there is a phone option. The feasibility will be explored.

Ms. Nancy Shapiro asked that given the fact that the most urgent issue on the table was not created by the workgroup, but external by CAEP not being grandfathered in under NCATE approval from USDE. In July and August, why not focus our energy on one thing, the CAEP issue.

Ms. Spross reiterated to the workgroup the CAEP issue. Statute 11-208 requires that our programs must have national accreditation from a nationally accrediting body recognized by the USDE. She continued that when NCATE and TEAC rolled together CAEP did not pursue USDE recognition. As of June 30, CAEP is not recognized. As of July 1, 2016, the state cannot meet the requirements of the Statue. As such, MSDE cannot continue to complete joint reviews with CAEP until CAEP meets the requirements under Education Article §11-208. As such, MSDE will need to amend the Statue, which is fortunately Ms. Conn's specialty.

The workgroup cannot solely focus the interim report on CAEP, because Chapter 740 does not require the workgroup to comment on CAEP. The workgroup must focus on the tenants of Chapter 740. The expectations for this report are to produce a content rich report that is high quality and responsive to the General Assemblies request. All of the workgroup members' names will be on the report.

Ms. Conn discussed and outlined the MSDE department bill process. She noted that we must sponsor the bill to fix the statue. It is a tight deadline. Proposals must be in by September 1, 2016. MSDE wants and needs input, and it must be a focus of the work groups. Ms. Shapiro stated that she understood and confirmed it could get done. She went on to comment that three committees have elements of CAEP in them. There needs to be input into statutory language. She noted it would be too easy to make a mistake with unintended consequences. The more eyes on it, the more likely there will be success. If we are looking at a September 1st deadline, then we need to get draft language by end of August to get to a review from constituents. Ms. Spross stated that she had added an August date to the meeting schedule just in case the workgroup might need additional time. She complimented the great discussion regarding the priority of Statute 11-208, but reiterated that that we can't focus solely on CAEP but need to address all requirements in Chapter 740.

Ms. Spross reminded the group that every meeting will be at the library and will be held in conference room A and she will try to get both rooms for the meetings.

Ms. Spross stated that there is a work group website and all meeting materials will be uploaded to the website from the last meeting and from this meeting. She reminded the group that this is an open meeting and therefore follows open meeting act principals. This allows the public to come and observe government at work. She also reminded the group that they cannot meet outside of the formal venue as this constitutes an official meeting.

Approval of Minutes

Ms. Sarah Spross entertained a motion to approve the minutes.

VOTE: UNANIMOUS To approve the June 22, 2016 minutes.

PRESENTATIONS

Teacher Academies of Maryland (TAM)

Ms. Jeanne-Marie Holly, Program Manager for Career and Technology Education for MSDE presented the Teacher Academies of Maryland (TAM) and how it relates to the workgroup. Dr. Karen Salmon had suggested that Ms. Holly be included, as she has done work with Teacher Academies and with Ms. Nancy Shapiro on E=MC Squared.

The Teacher Academy of Maryland (TAM) is a state-approved Career and Technology Education (CTE) Program of Study (POS). It was developed in 2004 – 2005 with representatives from: local school systems; community colleges; baccalaureate degree granting institutions; the Maryland Higher Education Commission; the University System of Maryland; and the Maryland State Department of Education through two areas: the Division of Career and College Readiness, and the Division of Educator Effectiveness. Please see attachments provided by Ms. Holly.

All workgroup members agreed that this was a great example of collaboration between the Higher Education Community and Maryland preK-12 community.

Comprehensive Teacher Induction Program – COMAR 13A.07.01

Ms. Cecilia Roe, Director and Mr. Dan Capozzi, Specialist of Instructional Assessment & Professional Learning for MSDE presented the Comprehensive Teacher Induction Program – COMAR 13A07.01. They provided a brief overview of the regulations, which can be found at : http://www.dsd.state.md.us/comar/SubtitleSearch.aspx?search=13A.07.01

Ms. Rowena Shurn asked if anyone can be a mentor. Ms. Roe stated that mentors must have training.

Ms. Roe stated that her office visits districts on a rotating basis every year.   This is a two hour, one on one meeting to talk about new teacher induction and professional activities that are associated with Title IIA funding. Ms. Roe stated that New Teacher Center Academies partnered with MSDE. There were 941 participants over 4 years.

Mr. Capozzi stated that since the Race to the Top funding has ended, some of the activities had to be limited; however, their office continued to offer a Mentor and a Professional Development Conference. This leads to the question-how do we continue development and collaboration with New Teachers Center? https://newteachercenter.org/about-ntc/ Some mentors and LEA coordinators participate in New Teacher Symposium and some LEAs also include Induction Coordinators. The goal is consistency for LEAs, so mentors are consistent.

Every LEA has orientation pre-school year, and provides mentors some sort of professional development throughout the year either as an in-service or on an as-needed basis.   The focus is on discipline, planning, and assessment.   Despite the similarities in the types of training offered, Mr. Capozzi indicated that programs vary across the State and smaller systems have developed unique ways to meet their needs.   This summer there will be a coaching collaborative. The grant includes teams of mentors and LEAs working together on important issues such as a professional learning community. Mr. Capozzi commented that they are building a state wide network of teacher inductees.

Ms. Shapiro asked if they had Institutes of Higher Education (IHEs) involved in induction work? Ms. Roe replied, no but MSDE would welcome it.

Ms. Spross commented that that was an excellent question. Statistics and number of people who were mentors would be helpful as we look at induction. Chapter 740 will be looking at mentoring pilot programs.   The pilot program is not defined.

Ms. Spross reported that Georgia has changed teacher certification to have a 3rd tier recognizing mentor teachers. There is a robust amount of work done in Maryland for the purpose of bringing this information to build, expand, and leverage.

Ms. Shapiro asked, so why are IHEs not involved?

Mr. Capozzi noted there are teachers of promise meeting with universities; however, their office does need to connect.

Ms. Roe indicated that MSDE has collaborated with New Teachers Center for training their mentors.   To address the cost, MSDE staff have attended The New Teacher Center Presenters Academy to be able to serve as trainers in Maryland. Much of what they are doing is exciting and the committee will help to make better.

Ms. Shapiro noted that they could save money being spent on the New teacher Center and partner with the Maryland public institutions since they have trained the New Teacher Center trainers.

Ms. Spross asked what our career levels are. This brings us back to the issue of retention. How do we elevate profession of teachers? How does Maryland want to position ourselves to become a second leader?

Ms. Shurn commented that they have three LEAs with peer assistance in review and that these three counties handle peer assistance differently. Ms. Shurn asked if some mentors are full time or part-time and is mentor a generic term or is there a title of mentor?

Mr. Capozzi responded that previously, it could be anyone assigned informally by a principal; however, they have been working to bring more status with training and work in LEAs.

Ms. Spross asked the workgroup, how does Maryland want to position ourselves to be a leader in the field regarding the qualifications for mentor teachers? Ms. Shapiro noted the groundwork that had been done and asked if Ms. Roe and Mr. Capozzi could be on the Induction Committee.

Ms. Spross also noted the extent of the groundwork on every aspect. Ms. Spross noted that Ms. Roe will be a resource as well as a member of the induction committee.

Materials of Interest

Ms. Spross introduced the materials of information packet and highlighted three items that were a direct response to questions from the previous meeting:

- MSDE does collect causes for Separation (Response to Sec. Fielders question regarding attrition)

- Materials include information on Maryland pension system (Response to Dr. Salmons question regarding teacher pensions

- CAEP information regarding other states that have a requirement for the accrediting body to be recognized by the USDOE. These include states included Ohio, Hawaii and Maine.

Ms. Shapiro was asked by Ms. Spross to address the topic of CAEP. Her presentation covered two parts: Ms. Shapiro provided an overview of the history of CAEP and reiterated IHEs' concerns with the CAEP Standards. She specifically addressed the issues related to the standard around the admissions process. Specifically that IHEs had previously justified a 2.75 GPA and CAEP wants 3.0 GPA. However, it is murky how CAEP defines cohort. Ms. Shapiro noted that there are still issues, but at the last board of directors meeting CAEP has a new take on admission requirements. CAEP says 3.0 must apply to 50% of cohort and they will allow institutions to redefine the criteria. Standard 3.2 is no longer a ramp up to academic performance standards. Educator Preparation Programs have the requirement of cohort average based on national norm.

Ms. Shapiro shared that a second concern of the IHEs is the data collection requirements. Specifically, the IHEs do not have access to the required data and LSSs are not required to provide or cannot collect the data. Ms. Shapiro commented that they are not the only ones concerned with admissions and data. How do we want to set criteria for quality in our programs? It is clear we do not want to bring people into the pipeline and become aspiration standards. Ms. Spross noted EPPs can design their own data collection if it is relevant and meaningful.

Ms. Shapiro returned to concerns around CAEP presented the following questions for discussion

1. First, can we do SPA reviews and CAEP separately? MSDE does not have enough staff to do everything. IHEs want SPAs to be newest and they need someone external to do it.

2. Whether the SPAs have USDE recognition or some kind of approval?

3. Are SPAs separate from CAEP?

Ms. Kraft asked, "How can we insure quality of those who do SPA reviews?"

Ms. Spross noted that the most immediate need is that SPAs and IPC are a shared concern. IPC standards are 20+ years old, which is why this issue has been included under the teacher preparation committee. These are exactly the types of questions that will be studied over the course of the year. MSDE's Program Approval has been given direction to look to spring for reviews at the earliest. Ms. Kraft commented that she can't look at work of committees separate from the SPA issue.

Ms. Spross agreed that it is all connected, so enmeshed. We need to divide and look at separate areas. Workgroup members will look at collective work, what we need from committees is to look specifically at how it impacts teacher preparation. Ms. Kraft commented that we don't want to say a year from now that this is not going to work now that CAEP is recognized.

Ms. Spross noted that it is so critical to figure out language to recommend that is not limiting. We do not want to lower standards but we also do not want to craft statue language that is so specific that we end up in a similar situation to what we find ourselves in now. Accreditation and recognition is important. How do we get language in statute that does not hurt us and maintains a high level of integrity and flexibility?

Ms. Shapiro provided 3 possible language changes based on the understanding that "national accreditation" means teacher education accreditation by an accrediting agency recognized by the U.S Department of Education and endorsed by the Department".

1) MSDE will certify that "Middle States Accreditation" which IS recognized by the U.S. Dept. of Ed, is an acceptable accrediting body, then we should not have a problem. MSDE just needs to certify that Middle States counts.

2) We change the language from: "an accrediting agency recognized by the U.S. Department of Education and endorsed by the Department: "a nationally recognized accrediting agency" then CHEA (Council of Higher Education Accreditors) would count, and CAEP is recognized by CHEA.

3) We change the language to eliminate the requirement for national accreditation, and go with MSDE only, then institutions can choose, but there is not legal problem with CAEP not having Dept. of Ed approval.

There may be other options—but I think these should be discussed and evaluated by MSDE's lawyers and by higher ed. Ms. Shapiro noted Maryland has a narrowly defined waiver clause. Can we expand that? In certain circumstance MSDE can use waiver. UMES has issues. It is not their fault.

Ms. Shapiro shared that IHEs have just received an email from CAEP saying Maryland institutions have two choices in regards to CAEP;

1. IHEs can give up their accreditation and if in the future they wish to become accredited they will need to start the process over.

2. IHEs continue with CAEP and meet all established review timelines. Part of the challenge is to be clear that we have quality assurance, externally validated quality insurance but not necessarily the only model out there.

Can Amanda find the lowest common denominator to open the box to be compliant with law, but not trapped in box?

Ms. Spross noted she agrees that we need to find a way to open up and allow choice. Ms. Conn is good at language.

Ms. Shapiro asked if we can we work with Amanda for 2-3 versions, Middle States, one a waiver, one CHEA? Let community weigh in. Is there a red flag that we do not see? The sooner the language is out to consider the better.

Ms. Spross indicated that these were good examples for the CAEP committee to review.

Conclusion of Meeting

Ms. Spross noted that the committees represent their communities.

The meeting today was framed as a two hour meeting for baseline information. The meeting on July 19th will be from 1 p.m. to 4 p.m. and the structure will be different. Workgroup members will meet and start with information and discussion. Two ideas from workgroup members have been suggested for future topics. Having Ann Nutter Coffman from NEA talk about the national scene and having someone provide information regarding the Massachusetts Teacher Preparation reform efforts. On July 19th, the work group has time in the beginning and then the majority of the meeting time will be for the committees to begin work. At the end of the meeting, each committee will provide a brief report of their discussions. This will be the format for the rest of the meetings. Workgroup members agreed that this was a good format. On August 16th, committee members will present their initial ideas and recommendations for the interim report. Workgroup members will have time to discuss these recommendations.

Ms. Kraft asked if there is a sense of how the final interim report will look.

Ms. Spross explained that the reports would look similar to the JCR reports provided in the first packet. This will include meeting structure, committee information, and any recommendations to be made. One recommendation that will be included is the Amendment to 11-208.

Ms. Spross adjourned the meeting promptly at 3 p.m.

Appendix VII

Teacher Induction, Retention, and Advancement Act of 2016 Workgroup
Materials of Interest
July 7, 2016 Meeting

Materials of Interest by Speaker

Ms. Jeanne-Marie Holly, Program Manager, Career and Technology Education Systems Branch

Teacher Academy of Maryland: Career and Technology Education Program of Study Fact Sheet

This fact sheet provides an overview of the Teacher Academy of Maryland (TAM).; including; but not limited to, background, LSSs that offer TAM, and which Institutes of Higher Education have partnered with LSSs.

Ms. Cecilia Roe, Director of Instruction Assessment and Professional Learning

Induction/Mentoring/Coaching – Division of Curriculum, Assessment and Accountability

This fact sheet provides an overview of MSDE recent efforts concerning teacher induction and mentoring.

High Quality Professional Development

2015 Master Plan Indicator

COMAR 13A.07.01 Comprehensive Teacher Induction Program

http://www.dsd.state.md.us/COMAR/SubtitleSearch.aspx?search=13A.07.01.*

Specific selections of the regulations pertaining to teacher induction requirements.

Information Regarding Maryland Teacher Retirement Program

"Teacher Pension Policy in Maryland: A report card on the sustainability, flexibility and fairness of state teacher pension systems," National Council on Teacher Quality, January 2015

http://www.nctq.org/dmsView/Pension_Report_Card_Maryland

The National Council of Teacher Quality gives Maryland a D+ rating and provides a snapshot of Maryland's pension system.

"What is the Average Teacher Pension in My State?" Teacher Pensions.org, April 13, 2016
http://www.teacherpensions.org/blog/what-average-teacher-pension-my-state
Reports that the average benefit of currently retired Maryland teachers is $ 34,956.00; new teachers are set to receive an average of $20,544.00. Furthermore it indicates that 57% of new Maryland teachers are expected to leave the system before qualifying for any benefits.

"How does your States Pension Plan Compare? An updated List of Pension Resources," Teacher Pensions.org, May 19, 2015
http://www.teacherpensions.org/blog/what-average-teacher-pension-my-state
Provides a variety of links to the more information regarding States pension systems.

"The State of Retirement: Grading America's Public Pension Plans", Urban Institute, 2014
http://apps.urban.org/features/SLEPP/index.html
The Urban Institute gives the Maryland Public Employee pension system (including teachers) a C rating. This website contains an interactive Map that provides a State-by-State report card on the their public pension systems.   Information can be drilled down by a variety of demographics. As it applies to teachers we get "Fs" for rewarding younger workers and promoting a dynamic workforce

Information Regarding Causes of Separation
The Maryland State Department collects data regarding the cause of Separation as indicated on the handout. Statewide data will be shared at a future meeting.

Information Regarding States Effected by CAEP not being recognized by the US Department of Education

States Impacted by CAEP not being Recognized by USDOE
Ms. Elizabeth Vilkey, Senior Director if State and Member Relations, CAEP provided information regarding Ohio, Hawaii, and Maine. Like Maryland these three states require a national educator preparation program to be recognized by the US Department of Education.

A Compilation of Excerpts of Language for other State Bills and Laws regarding CAEP
Information from the District of Columbia, California, Oregon, South Dakota, and Virginia.

Various Articles Regarding Teacher Induction, Retention, and Advancement Act

"Teacher pay around the world," The Brookings Institute, June 20, 2016
http://www.brookings.edu/blogs/brown-center-chalkboard/posts/2016/06/20-teacher-pay-world-startz
This article provides an interesting comparative discussion to teacher pay and prestige. Overall, the compared to most industrialized countries the United states is below the average.

"New support comes for first-year teachers," WBALTV, June 23, 2016
http://www.wbaltv.com/education/new-support-comes-for-firstyear-teachers/40195534
This article provides a brief synopsis of the Teacher Induction, Retention, and Advancement Act. It highlights the portion pertaining to the pilot program for teacher mentoring.

Coalition for Teaching Quality
http://coalitionforteachingquality.org/main/
"The Coalition for Teaching Quality represents a broad cross-section of over 100 local, state, and national organizations representing civil rights, disability, parent, student, community, and education groups. Formed in reaction to a provision that allowed teachers in training to be identified under federal law as "highly qualified" and concentrated in low-income, high need schools, this group has developed a new, comprehensive framework for teaching quality that will allow the nation to put a fully-prepared and effective teacher in every classroom."

Reports
Report Title: "Minority Teacher Recruitment Study and Report"
Report Date: December 2013
http://dlslibrary.state.md.us/publications/Exec/MSDE/SB548Ch286_2013.pdf
Legislatively mandated, this report makes four recommendations on certain strategies to increase and improve minority teacher recruitment, preparation, development, and retention in Maryland. Recommendations included:
1. Examine current regulations, policies, and procedures (CAEP, college and university, local school systems, MSDE, and MHEC) to determine if any present barriers exist that might be addressed to enhance the recruitment of minorities.
2. Use recruitment strategies that also include needed support systems for minority teachers.
3. Provide financial incentives that make a difference in the life of a newly recruited minority teacher.
4. Expand current programs offered in high school such as the Teacher Academy of Maryland, increase enrollment in the Future Educators Association which exists at both middle and high schools, and enhance business partnerships through the Maryland Business Roundtable or other similar organizations which can showcase minority teachers and the teaching profession.

MARYLAND STATE DEPARTMENT OF
EDUCATION
PREPARING WORLD CLASS STUDENTS

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TEACHER ACADEMY OF MARYLAND

CAREER AND TECHNOLOGY EDUCATION PROGRAM OF STUDY

FACT SHEET

Background

The Teacher Academy of Maryland (TAM) is a state-approved Career and Technology Education (CTE) Program of Study (POS). It was developed in 2004 – 2005 with representatives from: local school systems; community colleges; baccalaureate degree granting institutions; the Maryland Higher Education Commission; the University System of Maryland; and the Maryland State Department of Education through two areas: the Division of Career and College Readiness, and the Division of Educator Effectiveness.

The Teacher Academy of Maryland Program

- Prepares high school students for further education and careers in the education profession
- Aligns with the Interstate Teacher Assessment and Support Consortium (InTASC) and Maryland Essential Dimensions of Teaching (EdoTs)
- Is based on the outcomes of the Maryland Associate of Arts in Teaching (A.A.T.) degree which aligns with National Council for the Accreditation for Teacher Education (NCATE) standards which consolidated into the Council for the Accreditation of Education Preparation (CAEP)
- Culminates in an internship where students integrate content and pedagogical knowledge in an educational area of interest in a critical shortage area
- Offers students opportunities to extend and apply their knowledge about teaching in a classroom setting under the supervision of a mentor teacher
- Requires students to prepare a working portfolio during the Internship
- Uses *ParaPro* as the industry-recognized certification/credentialing exam
- Encourages students to take the SAT and PraxisCORE (formerly Praxis I)
- Has the Educators Rising (formerly Future Educators Association) as the recommended student organization

School Systems that offer TAM

TAM is offered in 18 of Maryland's 24 school systems:

Baltimore City Public Schools	Harford County Public Schools
Baltimore County Public Schools	Howard County Public Schools
Calvert County Public Schools	Kent County Public Schools
Caroline County Public Schools	Prince George's County Public Schools
Carroll County Public Schools	Queen Anne's County Public Schools
Cecil County Public Schools	St. Mary's County Public Schools
Charles County Public Schools	Somerset County Public Schools
Dorchester County Public Schools	Talbot County Public Schools
Frederick County Public Schools	Washington County Public Schools

TAM Four Credit Course Sequence

- Human Growth and Development through Adolescence
- Teaching as a Profession
- Foundations of Curriculum and Instruction
- Education Academy Internship

TAM Instructor Requirements

- Hold a Maryland Professional Teaching Certificate (Standard Professional or Advanced Professional)
- Have a Master's degree, Master's equivalent, or 18 hours credit towards a Master's degree
- Have three years of successful teaching experience
- Obtain the recommendation of their principal or CTE supervisor
- Attend the TAM Summer Professional Development Leadership Institute or an approved alternative professional development, prior to teaching TAM

Statewide Articulation Agreements

- *Towson University* – three credits for EDUC 202 Historical Contemporary Perspectives on America's Urban Schools
- *Stevenson University* – three credits for PSY 206 Child Growth and Development
- *Coppin State University* – three credits for EDUC 200 History of Education
- *St. Mary's College of Maryland* – four credits for EDUC 140: Special Topics in Educational Studies
- *Salisbury University* – three credits EDUC 210 School in a Diverse Society, a required pre-program course for secondary education majors OR one credit as ELED 201 Introduction To Teaching plus two credits of electives for elementary and early childhood education majors

In addition, local school systems have articulation agreements with their local community colleges for various numbers of credits into teacher education programs.

Scholarships Available

Towson University and St. Mary's College of Maryland offer a $500 scholarship per semester for TAM students who are declared education majors and meet the requirements stated by the institution. Coppin State University offers TAM students scholarships based upon need. Financial aid is available to those who qualify at Stevenson University and Salisbury University.

Fast Facts about TAM Programs

Five Year Enrollment Trend				
2011	*2012*	*2013*	*2014*	*2015*
1994	2386	2127	2117	2104

In 2015, of the total 2,104 enrollment:

- 518 Males
- 1,691 Females.

In 2015:

- over 90% of TAM students passed the industry-recognized credential, the *ParaPro*, which was 11% higher than the state average for all industry credentials for all CTE programs
- over 74% of high school students who completed the TAM program also completed the credit entrance requirements for admission to the University System of Maryland which was 13% higher than the state average for all CTE programs

Updated July 2016

Teacher Academy of Maryland
Career and Technology Education
Program of Study

Jeanne-Marie S. Holly,
Program Manager, CTE Systems Branch
Maryland State Department of Education
Division of Career and College Readiness
www.marylandpublicschools.org

Career and Technology Education (CTE)

- Today's CTE prepares students for both college **and** careers through rigorous Programs of Study (POS)

- CTE POS offer Industry certification such as a state license or an industry-recognized credential where appropriate and available

- CTE POS offer advanced college opportunities with articulated or transcripted credits

- Teacher Academy of Maryland (TAM) is one of 43 CTE Programs of Study

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Teacher Academy of Maryland (TAM)

- Established a statewide workgroup which included representatives from Maryland State Department of Education, Maryland Higher Education Commission, University System of Maryland, Community Colleges, Baccalaureate Institutions and Local School Systems

- Researched Labor Market data to determine critical shortage areas in the teaching field

- Identified industry recognized credentials for the end of program assessment

Teacher Academy of Maryland (TAM)

- Aligns with:

   Interstate Teacher Assessment and Support Consortium (InTASC) and Maryland Essential Dimensions of Teaching (EdoTs)

- Based on the outcomes of:

   Maryland Associate of Arts in Teaching (A.A.T.) degree which aligns with:

   National Council for the Accreditation for Teacher Education (NCATE) standards which consolidated into the Council for the Accreditation of Education Preparation (CAEP)

Teacher Academy of Maryland Program of Study

Four credit sequence consisting of:

- Human Growth and Development through Adolescence
- Teaching as a Profession
- Foundations of Curriculum and Instruction
- Education Academy Internship

Teacher Academy of Maryland (TAM)

- Prepares high school students for further education and careers in the education profession
- Culminates in an internship where students integrate content and pedagogical knowledge in an educational area of interest in a critical shortage area
- Offers students opportunities to extend and apply their knowledge about teaching in a classroom setting under the supervision of a mentor teacher

Teacher Academy of Maryland

- Requires students to prepare a working portfolio during the Internship aligned with InTASC Principles

- Uses *ParaPro* as the industry-recognized certification/credentialing exam

- Encourages students to take the SAT and Praxis I

- Has Educators Rising as the recommended student organization

Teacher Academy of Maryland

- TAM Implementation Guide provides the requirements for offering the program

- College level textbooks are standardized across the state and must be used in order for the articulated/transcripted credit to be awarded

- Curriculum has been developed

- Professional development, based upon the Maryland Teacher Professional Development Standards, is required for all teachers prior to teaching TAM

TAM Instructor Requirements

- Hold a Maryland Professional Teaching Certificate (Standard Professional or Advanced Professional)

- Have a Master's degree, Master's equivalent, or 18 hours credit towards a Master's degree

- Have three years of successful teaching experience

- Obtain the recommendation of their principal or CTE supervisor

Teacher Academy of Maryland

Instructors for TAM are certified in:

- Art
- Business Education
- Dance
- Early Childhood
- Education Administration
- Elementary Education
- English
- Family and Consumer Sciences
- Gifted and Talented Specialist
- Health
- Math
- Physical Education
- Science
- Social Studies
- Spanish
- Special Education
- Theater
- Visual Arts
- Work-based Learning

TAM Articulation Agreements

- Articulation agreements are in place between local school systems and their respective community colleges

- State-wide articulation agreements are in place with Towson, Coppin State, Salisbury, and Stevenson Universities in which successful TAM students receive three transcripted credits. St. Mary's College of Maryland has an articulation agreement for four credits, early registration, and a reserved space in a 200 level course.

TAM Scholarships

- Towson University offers a $500/semester (up to $1,000 per year) scholarship to TAM high school graduates who are majoring in education at Towson University based upon certain requirements

- Coppin State University offers a similar scholarship for TAM high school graduates who matriculate to Coppin State University and major in education based upon certain requirements

TAM Scholarships

- St. Mary's College of Maryland offers a $500/semester (up to $1,000 per year) scholarship to TAM high school graduates who are majoring in education at St. Mary's College of Maryland based upon certain requirements

- Salisbury and Stevenson Universities do not offer a TAM scholarship however financial aid is available for those who qualify

Teacher Academy of Maryland

- 18 school systems offer TAM

- 67 high schools have signed up to offer TAM

- 2,104 students are enrolled in the TAM

- In 2015 – Males = 518; Females = 1,691

- 316 students completed the TAM program of study

- Over 74% of TAM completers met USM credit entrance requirements

Teacher Academy of Maryland

- 89.91 % of TAM students were enrolled in postsecondary education, employed or in the military, two quarters after graduation

- Over 90% passed the industry-recognized credential, the *ParaPro*

TAM Continuous Improvement

- Annual meetings of the Statewide Advisory Committee with secondary, postsecondary and other interested individuals as its members

- Review of Local Performance Accountability Data (LPAR) and Program Quality Index (PQI)

- Updates to standards, principles and degree programs on which TAM was based

Induction/Mentoring/Coaching—Division of Curriculum, Assessment, and Accountability

Current

- COMAR 13A.07.01—Comprehensive Teacher Induction Program
- Master Plan—Reporting on High Quality Professional Development and Teacher Induction
- Briefings with LEA Teacher Induction Coordinators, 4 times a year, October, November/December, January/February, April/May
- Partnership with New Teacher Center
- MSDE/New Teacher Center Regional training for New Teacher Coaches/Mentors who are new to the mentor role
- Coaching Collaborative beginning Summer 2016 with school/LEA teams
- In order to build the statewide network of teacher induction coordinators and engage them in the quarterly meetings, the following strategies have been used since 2011:
    - Facilitated relationship-building activities at quarterly meetings
    - Developed coaching partners where Coordinators were paired based on LEA size, location, and demographics for different Action Planning activities at each quarterly meeting
    - Solicited feedback on topics of interest at quarterly meetings
    - Spotlighted excellent strategies/initiatives in different LEAs and asked induction coordinators to present on those topics
    - Involved Coordinators in the development of content for future quarterly meeting topics and presenters
    - Involved Coordinators in NTC partnership

Historical: 2011-2014 RTTT--Developed a Maryland model to build support for new teachers through an induction program and partnership with New Teacher Center

- Teacher Induction Academies Summer 2011, 2012, 2013, and 2014
    - Designed, implemented, and trained 941 LEA Program Coordinators and new teacher mentors
    - Planned and conducted fall and spring follow-up sessions with Academy participants
- Created and developed a statewide network of LEA teacher induction coordinators and provided follow-up to them through four quarterly meetings per year.
- MSDE site visits to LEAs in 2011, 2012, 2013, and 2014
    - Increased capacity of program leaders to sustain LEA programs, advocate for program needs,
    - Collected and provided data on implementation and effectiveness
- Surveys-- These three sources of survey data were analyzed by LEA and used to provide customized services to each LEA based on their needs.

    - Mentor Survey (Administered by the LEA and then compiled at MSDE): Over 700 mentors participated in the Mentor Survey yearly. All 24 LEAs were represented. Findings included:
        - 60% of mentors teach full-time and mentor
        - 62% of mentors report having between 1-5 non-tenured teachers on their caseloads
        - 100% of mentors report attending professional development offerings specifically designed for mentors

- 100% of mentors report providing supports for new teachers such as collaborative planning time, feedback on instructional practices, time to meet during school hours, and follow-up conversations after observations
    - Induction Coordinator Survey: All 24 LEA Induction Coordinators participated in the annual Induction Coordinator Survey. Findings included:
        - 100% of Coordinators reported the Induction Academies, Follow-up sessions, Site Visits, and Website very or somewhat useful
        - 100% of Coordinators reported interest in continuing collaboration through Quarterly Meetings and regional trainings as possible beyond the life of the grant

    - TELL Survey (This survey was initiated by Governor O'Malley, in 2009 and has been administered in 2009, 2011, 2013 and 2015.): More than 30,000 educators participated in TELL 2015. Of those educators, 1,307 respondents were first year teachers. Findings included:
        - 74% of beginning teachers report having an orientation
        - 75% of beginning teachers report having a formally assigned mentor
        - 73% of beginning teachers report having access to new teacher seminars
        - 74% of beginning teachers report receiving mentor support and reflection at least once a month
        - 77% of beginning teachers report mentoring support has helped

- Evaluations:
    - Summer Induction Academies: Participant ratings of the quality of professional learning provided at the Teacher Induction Summer Academies have been over 90% good or excellent.
    - Follow-up professional development: Participant ratings of the quality of the professional learning provided at the follow-up professional development have been an average of 95% that the content was useful or very useful.
    - Quarterly Meetings: Participant ratings of the quality of professional learning provided at the Quarterly Meetings have been over 95% good or excellent.
- Reports:
    - LEA site visits: Collaborative Assessment Logs (CALs) were completed for all 24 LEAs at each yearly site visit. Through the use of CALs, Coordinators set program goals, identified what was working in their LEAs, areas of challenge, and next steps. This data was also used to provide customized support to each LEA based on their expressed needs and goals.
- Attendance data:
    - Teacher Induction Academy registration and attendance has remained consistent at approximately 230 participants per year.
    - Follow-up professional development registration and attendance has steadily increased with the regional format in 2014-2015, and LEA Induction Coordinator involvement in the content and design has increased over the life of the grant.
    - Regional Attendance in 2014-2015 was 265 participants for the first regional session, 201 for the second regional session, and due to PARCC testing, 159 participants for the third regional session.
    - Quarterly meeting registration and attendance has increased to an average of 20 LEAs (83% attendance) at each meeting.

High Quality Professional Development

No Child Left Behind Indicator 3.2: The percentage of teachers receiving high quality professional development.

I. Professional Learning

Please provide your District Professional Learning Plan. Be sure to include how your Plan addresses:

1. Underperforming populations;

2. Universal Design for Learning (UDL) Guidelines and Principles for all student populations;

3. Maryland College- and Career-Ready Standards, including English language arts; disciplinary literacy; mathematics; and Next Generation Science;

4. Science, Technology, Engineering and Mathematics (STEM) Standards of Practice;

5. College, Career, and Civic Life (C3) Framework;

6. Teacher and Principal Evaluation (TPE) System; and

7. Job-embedded professional learning, such as Professional Learning Communities (PLC), Communities of Practice (COP), and Data Dialogue.

II. Teacher Induction

Please provide the following information regarding your District Teacher Induction/Mentoring Program:

A. A description of your Comprehensive Teacher Induction Program, including orientation programs, standards for effective mentoring, and mentoring supports. Options to include your LEA Action Plans and TELL Survey Data.

B. Data regarding the scope of your mentoring program, including the number of probationary teachers and the number of mentors who have been assigned. Also, please indicate the breakdown of your mentors' roles in the district as indicated in the chart below: (1) FULL-TIME MENTORS: Mentoring is their full-time job, (2) PART-TIME MENTORS: Mentoring is their part-time job, (3) RETIREES: Mentoring is done by retirees hired to mentor, and (4) FULL-TIME TEACHERS: Teaching is their full-time job and they mentor. *Please complete the chart below*:

Mentor Ratio 2015-2016							
LEA	**1st Year Teachers**	**2nd Year Teachers**	**3rd Year Teachers**	**Newly Hired Experienced Teachers**	**Total # Teachers**	**Total # Mentors**	**Mentor to Teacher Ratio**
County						#Full-Time Mentors:____ #Part-Time Mentors:____ #Retirees:____ #Full-Time Teachers:____ **TOTAL:**____	1: __ Ratio

C. The process used to measure the effectiveness of the induction/mentoring and the results of that measurement.

Causes for Separation

Cause of Separation
10   Death
20   Retirement

Dropped
31   For provisional or substandard certificate
32   For failure to attend summer school
33   For inefficiency/ineffectiveness
34   For immorality, misconduct, insubordination, willful neglect of duty
35   For decrease in enrollment or elimination of school by consolidation
36   For rejection by Medical Board
37   For being employed only as substitute
38   For reduction in force
39   For resignation before non-renewal recommendation

Work in (education)
41   Another country
42   Another state
43   Another local unit or the Maryland State Department of Education
44   A Maryland institution of higher education
45   A nonpublic school
46   Other type of position in the same local unit

Work in (other than education)
51   Government services
52   Business
53   Defense work
54   Armed services

Other Voluntary Resignation
61   Study
62   Move
63   Marriage
64   Maternity
65   Home responsibility
66   Personal illness
67   Dissatisfied with teaching
68   Other
69   Cause unknown

Leave of Absence
71   For study
72   For illness
73   For maternity
74   Armed services
75   Other reasons

Virginia

10/27/2017   8VAC20-542-30. Options for Accreditation or a Process Approved by the Board of Education.

10/27/2017

Virginia Administrative Code
Title 8. Education
Agency 20. State Board of Education
Chapter 542. Regulations Governing the Review and Approval of Education Programs in Virginia

8VAC20-542-30. Options for Accreditation or a Process Approved by the Board of Education.

PART III. ACCREDITATION OR A PROCESS APPROVED BY THE BOARD OF EDUCATION

A. Each professional education program in Virginia shall obtain and maintain national accreditation from the National Council for the Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education.

B. Each Virginia professional education program seeking accreditation through a process approved by the Board of Education shall be reviewed. A report of the review shall be submitted to the Board of Education in accordance with established timelines and procedures and shall include one of the following recommendations:

1. Accredited. The professional education program meets standards outlined in 8VAC20-542-60.

2. Accredited with stipulations. The professional education program has met the standards minimally, but significant weaknesses have been identified. Within a two-year period, the professional education program shall fully meet standards as set forth in 8VAC20-542-60.

3. Accreditation denied. The professional education program has not met standards as set forth in 8VAC20-542-60. The State Council of Higher Education for Virginia (SCHEV) shall be notified of this action by the Department of Education.

C. Professional education program accreditation that has been denied may be considered by the Board of Education after two years if a written request for review is submitted to the Department of Education.

D. Professional education programs in Virginia seeking accreditation through NCATE, TEAC, or an accreditation process approved by the Board of Education shall adhere to the following requirements:

1. Accredited professional education programs shall be aligned with standards in 8VAC20-542-60; and

2. Accredited professional education programs shall be aligned with competencies in 8VAC20-542-70 through 8VAC20-542-600.

E. Professional education programs in Virginia seeking accreditation through a process approved by the Board of Education shall follow procedures and timelines as prescribed by the Department of Education.

Statutory Authority
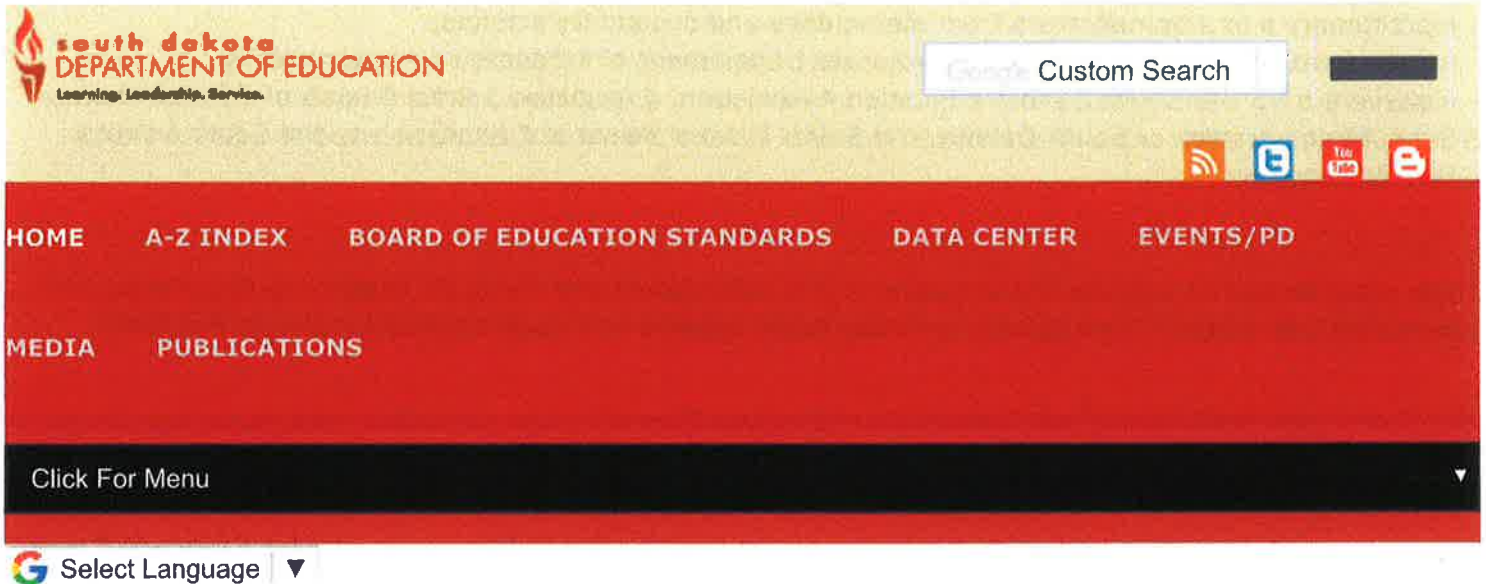§ 22.1-298.2 of the Code of Virginia.

Historical Notes
Derived from Volume 23, Issue 25, eff. September 21, 2007.

Website addresses provided in the Virginia Administrative Code to documents incorporated by reference are for the reader's convenience only, may not necessarily be active or current, and should not be relied upon. To ensure the information incorporated by reference is accurate, the reader is encouraged to use the source document described in the regulation.

As a service to the public, the Virginia Administrative Code is provided online by the Virginia General Assembly. We are unable to answer legal questions or respond to requests for legal advice, including application of law to specific fact. To understand and protect

your legal rights, you should consult an attorney.

South Dakota

south dakota
DEPARTMENT OF EDUCATION
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Teacher Education Programs

Application for Program Approval
Approved SD Programs

The Teacher Education Program assures that K-12 educators are well prepared and qualified to serve South Dakota schools. Rules adopted by the South Dakota Board of Education establish standards that educators must meet to be recommended for certification; the rules also provide the standards for postsecondary institutions' teacher preparation programs.

Any institution seeking to recommend candidates for certification must have its programs approved by the State Board of Education. The Department of Education reviews the courses and experiences an institution requires candidates to complete and recommends approval to the state board on a seven-year cycle. In addition, the institutions must also be accredited by a regional accrediting agency or by the National Council for Accreditation of Teacher Education (NCATE).

Unit Review

Unit and Program Review Booklet
A unit review looks at the education program's commitment to overall preparation of teacher candidates. This could include the unit's teacher education program admission, mission, conceptual framework, assessment system, and field experience policies and procedures.

Institutions that seek NCATE accreditation have a review team selected by NCATE's Board of Examiners, in addition to a State Board of Examiners team selected jointly by the institution and the Department of Education. At an onsite visit, the NCATE Board of Examiners uses NCATE and State standards to review the teacher education unit with the assistance of the State Board of Examiners.

Non-NCATE institutions are visited by a State Board of Examiners team only and are reviewed according solely to South Dakota Administrative Rule.

Members of the State team may include:

- practitioners and administrators from elementary and secondary schools,
- faculty from higher education and appropriate Department of Education representatives,
- observers from the South Dakota Education Association, Associated School Boards of South Dakota, School Administrators of South Dakota, the South Dakota Board of Education and the South Dakota Board of Regents.

Team members must validate the accuracy of the institutional self-study by examining documents and conducting interviews. This validation process helps determine if each standard is Met or Not Met.

Program Review

The institution's teacher preparation programs are reviewed prior to the onsite visit by a team of trained program reviewers. The reviewers may include:

- practitioners and administrators from elementary and secondary schools; and,
- faculty from higher education and appropriate Department of Education representatives

Although the program reviewers do not join the Board of Examiners team at the onsite visit, the reviewers may request the members of the State Board of Examiners team investigate any outstanding concerns that the reviewer may have noted from their initial program review.

Program Review Templates	
7-12 Agriculture	K-12 Art (NAEA)
K-12 Art (NASAD)	Birth-Preschool
Early Child	7-12 Business
7-12 Marketing	7-12 Career and Technical
K-12 Curriculum Director	7-12 Drama/Theater
SPED	K-8 Elementary
SPED Blended	7-12 Family/ Consumer Sciences
K-12 World Language	K-12 Health
K-12 PE	K-12 South Dakota Indian Studies
7-12 Industrial Technology	7-12 English/Language Arts
7-12 Mass Comm/Journalism	7-12 Speech/Debate
7-12 Math	Com Math/Science
K-12 Music Education	PK-12, PK-8, or 7-12 Principals
K-12 Reading Specialists	PK-12 School Library Media
School Psychologists	Counselor
7-12 Science Education	7-12 Social Studies Education
PK-12 Career Superintendents	K-12 Computer Science

Teacher Education Programs

Augustana University

Laurie Daily, Education Department Chair, 605-274-5211

Dr. Sharon Andrews, Certification Official, 605-274-4627

Black Hills State University

Dr. Sharman Siebenthal Adams, Dean, 605-642-6551

Micheline Nelson, Certification Official, 605-642-6077

April Meeker, Records Official, 605-642-6567

Dakota State University

Dr. Kristine Harms, Certification Official, 605-256-7331

Crystal Pauli, Certification Official, 605-256-7331

Kathy Callies., Registrar, 605-256-5144

Certification Official, 605-256-5177

Dakota Wesleyan University

Ashley Digman, Education Department Chair, 605-995-2199

Michelle Hellman , Certification Official, 605-995-2127

Karen Knoell, Records Official, 605-995-2647

Mount Marty College

Sister Candyce Chrystal, 605-668-1506

Northern State University

Kelly Duncan, Dean, School of Education, 605-626-2415

Cherie Sauer, Certification Official, 605-626-7768

Presentation College

Stephanie Hansen, Education Department Chair, 605-229-8389

Oglala Lakota College

Shannon Amiotte, Education Department Chair/ Certification Officer, 605-455-6014

Cindy Iron Cloud, Registrar's Office, 605-455-6032

Sinte Gleska University

Cheryl Medearis, Education Department Chair, 605-856-8117

Jack Herman, Records Official, 605-856-8100 Ext. 8476

Sisseton Wahpeton College

Jeanette Gravdahl, V.P of Academic Affairs, 605-642-1117, ext: 1122

Teacher Education Programs

South Dakota State University

Dr. Jill Thorngren, Dean, College of Education, 605-688-6181

Teresa Telkamp, Certification Official, 605-688-5039

University of Sioux Falls

Julie McAreavey, Education Department Chair, 605-331-6644

Registrar, 605-331-6732

University of South Dakota

Donald Easton-Brooks, Dean, 605-677-5437

Donna Tucker, Certification Official, 605-677-5611

Contact

For any questions contact Steve Fiechtner at 605-773-4774. Click here for the Administrative Rules.

Top Topics

Birth to 3
College Readiness
Coursework
DOE Goals and Aspiration
Dual Credit
Employment
Food and Nutrition
Programs
Special Education
Statistical Digest
Title Programs

Related Sites

K-12 Data Center
Indian Education
SD Codified Laws
SD Content Standards
SDMyLife
SD State Library
SD Virtual School
State Historical Society

South Dakota Department Of Education

800 Governors Drive
Pierre, SD 57501
(605) 773-3134
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School Directory

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OR Approved Prep
Programs

Testing

**Educator Preparation
Providers (EPPs)**

Program Approval
Process Info.

OR Approved Prep
Programs

edTPA - Oregon

edTPA - National

Educator Programs
documents

CAEP - Oregon

CAEP

CAEP is the Council for Accreditation of Educator Programs. 2015's Senate Bill 78 required that Oregon's educator preparation programs (EP by July 1, 2022.

In 2009, there were two accreditation bodies: National Council for Accreditation of Teacher Education (NCATE) and Teacher Education Accred TEAC boards, in 2010, accepted a Design Team Report that recommended the formation of a new accrediting body: CAEP. In 2012, the Com Reporting convened to develop the next generation of EPP accreditation standards and performance measures.

CAEP became fully operational as the sole accrediting body for EPPs on July 1, 2013, and the CAEP Board of Directors approved the current year. In 2014, CAEP was recognized by the Council for Higher Education Accreditation (CHEA).

CAEP is a professional accreditor because it reviews departments, schools, and colleges that prepare teachers and other educators. After con licensure or certification from the state in which they learn.

Accreditation Council

The Accreditation Council:

- Operates independently of the CAEP Board of Directors.
- Is responsible for all decisions specific to accreditation.
- Consists of public, P-12, and academic professionals.
- Has three major areas of responsibility:
    - Establish policies and procedures for the accreditation process;
    - Conduct accreditation review and determine accreditation status of EPPs; and
    - Manage the accreditation process to ensure equity and consistency in decision-making.

The Accreditation Council is comprised of three commissions that represent the three CAEP accreditation pathways:

- Inquiry Brief (IB) Commission;
- Selected Improvement (SI) Commission; and
- Transformation Initiative (TI) Commission.

As the accrediting body of CAEP, the Council determines accreditation and appoints volunteers to serve in roles related to the accreditation pr

Committees help bring recommendations to the CAEP Accreditation Council and carry out the work of accreditation.

Understanding accreditation

CAEP Accreditation:

What is accreditation?
Accreditation is quality assurance through external peer review. When an institution or specialized program is accredited, it has demonstrated representing the academic community, professionals, and other stakeholders. To maintain accreditation, the institution or program must under Oregon, that typically is every seven years.
Who needs to apply for accreditation?
EPPs not currently accredited by NCATE or TAEC need to apply to participate in the CAEP accreditation process. EPPs accredited by NCATE application to CAEP.

NCATE, TEAC, and CAEP accredited institutions:
It is recommended you confirm your place in the CAEP schedule at least two years prior to the end of the current accreditation term. You shou update information in AIMS, and maintain contact with CAEP staff.

The accreditation process:
EPPs seeking accreditation for the first time complete a two-phase application process.

- **Candidacy for accreditation** status is the appropriate starting point for EPPs that opt to enter the accreditation process in order to ens CAEP's standards successfully in their accreditation bid *within five years.*
- **Accreditation eligibility** status is for EPPs that judge themselves to be ready to engage directly in the accreditation review and are con meeting all five CAEP standards *within two years.*

Initial Licensure:
Initial licensure includes all speciality licensure areas that lead to an initial teaching license.

- Undergraduate teacher education programs;
- Master of Arts in Teaching (MAT);
- Post-secondary or fifth-year programs; and/or
- Alternative routes (district programs, FTA, ITeach, UTeach).

Advanced Level Programs:
Advanced level programs include:

- Programs designed to further develop P-12 teachers (already licensed in a subject area) or other school professionals for employment i
- More than 50% of the programs' enrollees serve as teachers and/or other school professionals ni P-12 schools/districts;
- Any M.Ed., M.S., M.A., Ed.D. or Ph.D. program specific to P-12 schools/districts (e.g. reading specialists, school librarian, school couns

CAEP standards for advanced programs and their components flow from two principles:

1. Solid evidence that the provider's graduates are competent and caring educators.
2. There must be solid evidence that the provider has the capacity to craete a culture of evidence and use it to maintain and enhance the

While the CAEP Standards for Advanced Preparation Programs parallel the CAEP Standards for Initial Programs, there are distinct difference

- **Standard 1** focuses on candidate outcomes specific to advanced-level study.
- **Standard 2** allows for flexibility specific to clinical experiences that encompass the uniqueness and diversity found at the advanced leve
- **Standard 3** emphasizes the admission of qualified candidates who have demonstrated the proficiency for advanced-level study.
- **Standard 4** focuses on completer and employer satisfaction.
- **Standard 5** requests evidence on a quality assurance system specific to continuous improvement.

CAEP resources:

CAEP Home Page

Accreditation

Accreditation Resources:

- AIMS
- CAEP Accreditation Process
- Evidence
- Assessments
- Pathways/Self-Study Reports
- Annual Report
- Webinars Archive
- Accreditation by Other Associations
- Presentations
- Legacy Accreditors: NCATE and TEAC

Accreditation Handbook (CAEP webpage)

Evidence Guide (pdf)

Guidelines for Plans: Phasing in Accreditation Evidence

Advanced Standards

CAEP Advanced Standards webpage
CAEP 2016 Standards for Advanced Programs handout (pdf)
CAEP 2016 Standards for Advanced Programs: One-Pager (pdf)
Phase-in Policy: Transition Period for Advanced Level Programs (pdf)
Petition to Exclude Advanced Programs from CAEP Review (pdf) and Instructions (pdf)
Policy Changes: Accreditation for Advanced Programs (pdf)
Scope of Accreditation for Advanced Programs (pdf)
Summary of Changes in Standards for Advanced Programs (from Initial Standards) (pdf)

AIMS log-in page

Applying to CAEP

Phase I Application Guide

Phase II Application Guide

Self-Assessment Checklist

CAEP Application

Assessment Rubric: CAEP Evaluation Framework for EPP-Created Assessments

CAEPCon presentations (2016 spring CAEPCon)

CAEPCon presentations (2016 fall CAEPCon)

CAEPCon presentations (2017 spring CAEPCon)

Job posting with CAEP

Oregon / CAEP Partnership Agreement

Phasing in Accreditation Evidence (pdf)

Program Review

Guidelines on Program Review with National Recognition Using Specialized Professional Association (SPA) Standards *January 2017*

CAEP Program Review with Feedback Option guidelines and Technical Guide *March 2017*

Site Visits: CAEP Evaluation Rubric for Visitor Teams (pdf) *March 2016*

Standards

One-Pager (pdf) *Updated July 2016*

Required components: 3.2 | 4.1, 4.2, 4.3, 4.4 | 5.3, 5.4

Standard 1 webinar (recorded February 23, 2016)

Standard 2 webinar (recorded February 25, 2016)

Standard 3 webinar (recorded March 29, 2016)

> CAEP Standard 3, Component 3.2 Measures of Academic Proficiency
>
> Guidelines for Equivalence Studies for CAEP Standard 3
>
> Standard 3 components
>
> Standard 3 clarification regarding Academic Achievement
>
> Standard 3 FAQs

Standard 4 webinar (recorded April 25, 2016)

> Standard 4 CAEP guidance memo (pdf) *February 2016*
>
> When states provide limited data: Guidance on using Standard 4 to drive program improvement
> CAEP website
> Printable (pdf)
>
> Standard 4 FAQs

Standard 5 webinar (recorded June 2, 2016)

Webinar library

Last updated: June 27, 2017

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Enrolled

Senate Bill 78

Printed pursuant to Senate Interim Rule 213.28 by order of the President of the Senate in conformance with presession filing rules, indicating neither advocacy nor opposition on the part of the President (at the request of Senate Interim Committee on Education and Workforce Development)

CHAPTER ....

AN ACT

Relating to teacher education; creating new provisions; amending ORS 342.147; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

SECTION 1. ORS 342.147, as amended by sections 14, 41 and 42, chapter ___, Oregon Laws 2015 (Enrolled House Bill 2411), is amended to read:

342.147. (1)(a) The Teacher Standards and Practices Commission shall establish by rule standards for approval of educator preparation providers and educator preparation programs.

(b) Standards for approval of an educator preparation program must include:

(A) Requiring an educator preparation program to be accredited by a national organization that represents teachers, policymakers and teacher educators and that provides accreditation based on nationally recognized standards and on evidence-based measures; and

(B) Approving a public educator preparation program of more than four years' duration only if educator preparation programs that are reasonably attainable in a four-year period are also available in the system of higher education and are designed to culminate in a baccalaureate degree that qualifies their graduates for entry-level teaching licenses.

[*(b)*] **(c)** Standards for approval of an educator preparation program for early childhood education, elementary education, special education or reading must require that the program provide instruction on dyslexia and that the instruction be consistent with the knowledge and practice standards of an international organization on dyslexia.

(2) The commission shall adopt rules that:

(a) Require approved educator preparation programs to demonstrate that candidates enrolled in the programs receive training to provide instruction that enables students to meet or exceed third-grade reading standards and become proficient readers by the end of the third grade, as designated by the State Board of Education. For the purposes of this paragraph:

(A) An approved educator preparation program may make the demonstration through course curriculum, approved textbooks or other program requirements.

(B) An approved educator preparation program that is unable to make the demonstration shall develop a plan to meet the requirement within one year and shall report to the commission on the progress of implementing that plan.

(b) Allow approved educator preparation programs leading to graduate degrees to commence prior to the candidate's completion of baccalaureate degree requirements and to combine undergraduate and graduate level course work in achieving program completion.

(3) Whenever any educator preparation provider or educator preparation program is denied approved status or has such status withdrawn, the denial or withdrawal must be treated as a contested case under ORS chapter 183.

(4) Nothing in this section is intended to grant to the Teacher Standards and Practices Commission any authority relating to granting degrees or establishing degree requirements that are within the authority of the State Board of Higher Education, the Higher Education Coordinating Commission or any of the public universities listed in ORS 352.002, or that are within the authority of the governing board of any private institution of higher education.

SECTION 2. The amendments to ORS 342.147 by section 1 of this 2015 Act become operative on July 1, 2022.

SECTION 3. Section 4 of this 2015 Act is added to and made a part of ORS chapter 342.

SECTION 4. (1) The Teacher Education Program Accreditation Account is established in the State Treasury, separate and distinct from the General Fund. Interest earned by the Teacher Education Program Accreditation Account shall be accredited to the account.

(2) Moneys in the Teacher Education Program Accreditation Account are continuously appropriated to the Teacher Standards and Practices Commission to award grants to teacher education programs for the purpose of having the programs accredited by the organization described in ORS 342.147 (1)(b)(A), as amended by section 1 of this 2015 Act.

SECTION 5. (1) The Teacher Education Program Accreditation Account established by section 4 of this 2015 Act is abolished on July 1, 2022.

(2) Any moneys remaining in the account on July 1, 2022, that are unexpended, unobligated and not subject to any conditions shall be transferred to the General Fund on July 1, 2022.

SECTION 6. In addition to and not in lieu of any other appropriation, there is appropriated to the Teacher Standards and Practices Commission, for the biennium beginning July 1, 2015, out of the General Fund, the amount of $200,000, which shall be transferred to the Teacher Education Program Accreditation Account established in section 4 of this 2015 Act.

SECTION 7. Notwithstanding any other law limiting expenditures, the limitation on expenditures established by section 1, chapter 602, Oregon Laws 2015 (Enrolled Senate Bill 5538), for the biennium beginning July 1, 2015, as the maximum limit for payment of expenses from fees, moneys or other revenues, including Miscellaneous Receipts, but excluding lottery funds and federal funds, collected or received by the Teacher Standards and Practices Commission, is increased by $83,643 for the purpose of carrying out the provisions of ORS 342.147, as amended by section 1 of this 2015 Act.

SECTION 8. If Senate Bill 80 becomes law, section 1 of this 2015 Act (amending ORS 342.147) is repealed and ORS 342.147, as amended by sections 14, 41 and 42, chapter ___, Oregon Laws 2015 (Enrolled House Bill 2411), and sections 106, 236, 238 and 239, chapter ___, Oregon Laws 2015 (Enrolled Senate Bill 80), is amended to read:

342.147. (1)(a) The Teacher Standards and Practices Commission shall establish by rule standards for approval of educator preparation providers and educator preparation programs.

(b) Standards for approval of an educator preparation program must include:

(A) Requiring an educator preparation program to be accredited by a national organization that represents teachers, policymakers and teacher educators and that provides accreditation based on nationally recognized standards and on evidence-based measures; and

(B) Approving a public educator preparation program of more than four years' duration only if educator preparation programs that are reasonably attainable in a four-year period are also available in the system of higher education and are designed to culminate in a baccalaureate degree that qualifies their graduates for entry-level teaching licenses.

[(b)] (c) Standards for approval of an educator preparation program for early childhood education, elementary education, special education or reading must require that the program provide instruction on dyslexia and that the instruction be consistent with the knowledge and practice standards of an international organization on dyslexia.

(2) The commission shall adopt rules that:

(a) Require approved educator preparation programs to demonstrate that candidates enrolled in the programs receive training to provide instruction that enables students to meet or exceed third-grade reading standards and become proficient readers by the end of the third grade, as designated by the State Board of Education. For the purposes of this paragraph:

(A) An approved educator preparation program may make the demonstration through course curriculum, approved textbooks or other program requirements.

(B) An approved educator preparation program that is unable to make the demonstration shall develop a plan to meet the requirement within one year and shall report to the commission on the progress of implementing that plan.

(b) Allow approved educator preparation programs leading to graduate degrees to commence prior to the candidate's completion of baccalaureate degree requirements and to combine undergraduate and graduate level course work in achieving program completion.

(3) Whenever any educator preparation provider or educator preparation program is denied approved status or has such status withdrawn, the denial or withdrawal must be treated as a contested case under ORS chapter 183.

(4) Nothing in this section is intended to grant to the Teacher Standards and Practices Commission any authority relating to granting degrees or establishing degree requirements that are within the authority of the Higher Education Coordinating Commission or any of the public universities listed in ORS 352.002, or that are within the authority of the governing board of any private institution of higher education.

SECTION 9. If Senate Bill 80 becomes law, section 2 of this 2015 Act is amended to read:

Sec. 2. The amendments to ORS 342.147 by section [1] 8 of this 2015 Act become operative on July 1, 2022.

SECTION 10. If Senate Bill 80 becomes law, section 4 of this 2015 Act is amended to read:

Sec. 4. (1) The Teacher Education Program Accreditation Account is established in the State Treasury, separate and distinct from the General Fund. Interest earned by the Teacher Education Program Accreditation Account shall be accredited to the account.

(2) Moneys in the Teacher Education Program Accreditation Account are continuously appropriated to the Teacher Standards and Practices Commission to award grants to teacher education programs for the purpose of having the programs accredited by the organization described in ORS 342.147 (1)(b)(A), as amended by section [1] 8 of this 2015 Act.

SECTION 11. If Senate Bill 80 becomes law, section 7 of this 2015 Act is amended to read:

Sec. 7. Notwithstanding any other law limiting expenditures, the limitation on expenditures established by section 1, chapter 602, Oregon Laws 2015 (Enrolled Senate Bill 5538), for the biennium beginning July 1, 2015, as the maximum limit for payment of expenses from fees, moneys or other revenues, including Miscellaneous Receipts, but excluding lottery funds and federal funds, collected or received by the Teacher Standards and Practices Commission, is increased by $83,643 for the purpose of carrying out the provisions of ORS 342.147, as amended by section [1] 8 of this 2015 Act.

SECTION 12. This 2015 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2015 Act takes effect on its passage.

Passed by Senate June 29, 2015

Repassed by Senate July 3, 2015

....
Lori L. Brocker, Secretary of Senate

....
Peter Courtney, President of Senate

Passed by House July 2, 2015

....
Tina Kotek, Speaker of House

Received by Governor:

.........................M.,.., 2015

Approved:

.........................M.,.., 2015

....
Kate Brown, Governor

Filed in Office of Secretary of State:

.........................M.,.., 2015

....
Jeanne P. Atkins, Secretary of State

California

States Impacted by CAEP not Being Recognized by the US Department of Education

Provided by Elizabeth Vilkey, Senior Director of State and Member Relations, CAEP

Ohio	NOTE: The most recent Ohio administrative rules, related to accreditation, I have are below. Rebecca Watts, Associate Vice Chancellor of P-16 Initiatives would know if these have been updated at all:
	A. Authority
	This rule is adopted under authority conferred upon the chancellor of higher education by section 3333.048 of the Revised Code.
	B. Definitions
	a. "Institution of higher education" means any state-assisted institution of higher education as defined by section 3345.011 of the Revised Code as well as any institution as defined by section 1713.01 of the Revised Code.
	C. General
	a. An institution of higher education desiring to prepare individuals for Ohio teacher and other school personnel licensure in grades prekindergarten through twelve shall request approval from the Chancellor to offer a program leading to a specific type of license. This requirement includes programs leading to an endorsement to an Ohio educator license, as designated by the State Board of Education pursuant to section 3319.22 of the Revised Code. The determination of the Chancellor to approve an institution of higher education to offer an educator preparation program shall be based on the following:
	i. Evidence of meeting the standards of a national educator preparation accrediting agency recognized by the U.S. Department of Education;
	ii. Consideration of the performance of graduates as demonstrated by the statewide educator preparation program metrics as provided in paragraph (C) of this rule;
	iii. Chancellor requirements for curriculum, clinical experiences, faculty qualifications, and faculty development as outlined in the Ohio department of higher education's manual, titled "Guidelines and Procedures for Academic Program Review"
	iv. The manual is available on the Chancellor's website.
	v. Prior to initial publication (which occurred prior to the adoption of this rule) and any revision, the Chancellor shall post the proposed manual or revision on the agency website for a two-week public comment period. The Chancellor shall take reasonable steps to announce the posting to interested parties. At the conclusion of the two-week public comment period, the Chancellor shall issue a directive formally adopting the manual or revision thereto.
Hawaii	Hawaii's administrative rules that require EPPs to be accredited by a body recognized by the United States Department of Education.

| Maine | In lieu of the state process, EPPs may go through the CAEP accreditation process. The state accepts this if:

The applicant (EPP) is accredited by another national accrediting agency <mark>that is recognized by the U. S. Department of Education</mark> and whose standards have been approved by the State Board of Education. The method of State participation includes the following: A joint visitation by State representatives and the accrediting authority will provide the basis for decisions of both state program approval and national accreditation. This process will result in a recommendation to the State Board and a report to the accrediting authority. (Chapter 114)

NOTE: National Accreditation is not required in Maine. Maine has its own state process to review Education Preparation Providers. Maine allows EPPs to either go through the state process or CAEP. Therefore, only one Maine EPP will have a visit in the period between now and when CAEP could potentially gain recognition by the United States Department of Education. |
|---|---|

COMMISSION ON
TEACHER CREDENTIALING

National Professional Organization Accreditation: Alignment with the California Accreditation System

Education Code 44374 (f) provides for the option of a program or institution to substitute National Professional accreditation for the Commission's accreditation activities. But this ability to "substitute" is restricted by the conditions delineated in the *Accreditation Framework*.

Section 7B of the *Accreditation Framework* provides the following language related to national accreditation of a credential program.

B. National Accreditation of a Credential Program

1. The accrediting entity agrees to use the adopted California Program Standards for the specific credential under Option 1, or the standards used by the national entity are determined by the Committee to be equivalent to those adopted by the Commission under Option 1.

2. The accreditation team represents ethnic and gender diversity.

3. The accreditation team includes both postsecondary members and elementary and secondary school practitioners; a minimum of one voting member is from California.

4. The period of accreditation is consistent with a seven-year cycle and is compatible with the accreditation activities established by the state.

5. Nationally accredited credential programs participate in the unit accreditation process. The national accreditation of the program serves in lieu of the state's Program Assessment process.

There are two steps in the process to 'substitute' a National Professional accreditation for some part of the California accreditation process:"

Alignment of Standards--The first step in utilizing a National Professional organization's accreditation in lieu of California's accreditation procedures is to complete an alignment study of the adopted California standards with the National Professional organization's standards. The table below lists the National Professional organizations for which the standards alignment has been completed or is in progress. If an institution or program sponsor is interested in working with an organization that is not listed, the process may be initiated by submitting this request [MS Word] At the April 2009 Committee on Accreditation meeting, the COA adopted alignment matrices for two types of Pupil Personnel Services educator preparation programs: school psychologists and school counselors. Please consult the alignment matrices in the table on this page. For more information on using National Standards for pupil personnel services programs in the Commission's accreditation system, please contact Dr. Katie Croy kcroy@ctc.ca.gov.

Alignment of Professional Organization's Accreditation Activities -The second step in utilizing a National Professional organization's accreditation process is to conduct a study of the accreditation activities utilized by the professional accrediting organization. Once the study of the accreditation activities has been completed, the Committee on Accreditation (COA) will make a determination of which, if any, of California's accreditation procedures may be waived or amended due to the organization's accreditation procedures.

Biennial Reports--interim reporting required by the organization **may** be utilized for some or all of the Biennial Reports, if the COA has determined that the interim reporting required by the National Professional organization address the critical aspects of California's Biennial Reports.

Program Assessment--Professional accreditation of a educator preparation program **may** stand in lieu of the Commission's Program Assessment process, if the COA has determined that the procedures address the critical aspects of California's Program Assessment process.

Site Visit--The Commission will be involved in site visits designed to assess the institution or program sponsor's institutional

capacity to offer educator preparation programs. These visits **may** be "joint visits" if the National Professional organization's accreditation procedures support this type of collaboration.

The table below lists the National Professional organizations with which the Commission has begun or completed alignment activities:

National Accrediting Organization	Standards Alignment Matrix	Accreditation Activity Protocol
National Council for Accreditation of Teacher Education (NCATE) *Guide to CAEP Accreditation: Continuous Improvement Pathway*	NCATE Standards Alignment Matrix [MS Word]	NCATE Protocol [MS Word] TEAC Agreement [MS Word]
Council on Social Work Education Educational Policy Standards and Accreditation Standards (CSWE-EPAS)	Council on Social Work Education Educational Policy Standards and Accreditation Standards and CTC School Social Work (Adopted June 2013)	Not Yet Available
American-Speech-Language-Hearing Association (ASHA)	ASHA Standards Alignment Matrix [MS Word]	Not Yet Available
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	Council for Accreditation of Counseling and CACREP Standards Alignment Matrix [MS Word]	Not Yet Available
National Association of School Psychologists (NASP)	NASP Standards Alignment Matrix [PDF] (Updated April 2014)	Not Yet Available

An institution or program sponsor approved to offer educator preparation in California may elect to be accredited by NCATE in addition to CTC accreditation. The Commission's accreditation procedures are designed to align with much of NCATE's accreditation process. Please review the state protocol and the standards crosswalk. For more information, please contact Cheryl Hickey, chickey@ctc.ca.gov.

For more information on using either the NASP or CACREP standards for an accreditation activity in California, please contact Dr. Katie Croy, kcroyr@ctc.ca.gov.

For more information on using the ASHA standards for an accreditation activity in California, please contact Teri Clark, tclark@ctc.ca.gov.

Updated May 21, 2014

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Educator Preparation Program Approval and Accreditation

State program approval and accreditation assures the public that the District of Columbia Office of the State Superintendent of Education (OSSE) has examined the quality of programs that prepare teachers and other school personnel for District of Columbia's classrooms, and has made a determination that the programs meet state standards for entry into the profession. Pursuant to DCMR Title 5 1601.11:

The State Superintendent of Education shall develop policies or directives setting forth objective and verifiable standards for the approval, renewal, and revocation of approval by the OSSE of teacher preparation and practicing teacher programs in the District of Columbia that qualify candidates to earn a Regular Teaching Credential pursuant to subsections 1601.3, 1601.4 or 1601.5 of this chapter and for purposes of interstate reciprocity.

(a) Only programs sponsored by an accredited institution of higher education, a non-profit organization, or LEA may be considered for approval pursuant to this subsection by the OSSE.

(b) Any approval granted by the OSSE pursuant to this subsection, shall specify the objective and verifiable standards that must be successfully completed to qualify a candidate for the Regular Teaching Credential

pursuant to subsections 1601.3, 1601.4 or 1601.5 of this chapter.

(c) Any such programs in existence as of the date of the final approval of this regulation, shall maintain their qualified status pursuant to this subsection, for the duration of the term of their current approval as a qualified program. Programs approved by other states and recognized by the OSSE may also qualify candidates to earn a Regular II Teaching Credential.

(d) Each application for the approval of a teacher preparation or practicing teacher program located in the District of Columbia under this Section shall at a minimum include industry recognized standards in child development, classroom management, and content knowledge.

The goal of OSSE's accreditation and program approval system is to ensure a steady flow of high-quality candidates for teaching and administrator positions in the District of Columbia by allowing multiple routes for educator preparation. The District of Columbia's standards for State-accreditation and approval of programs insist on high selectivity and high standards for teacher, administrator, and service provider candidates.

Pathways to State Accreditation and Program Approval

There are two pathways for accreditation of Professional Education Units in the District of Columbia:

Accreditation Pathway I - State/National Council for the Accreditation of Teacher Education (NCATE) Accreditation and Program Approval

This option applies to educator preparation programs operating within colleges/universities where candidates for educator licensure often complete a full preparation program prior to serving as a teacher or administrator of record, and/or earn an undergraduate or graduate degree upon program completion. Non-degree granting organizations may also apply for state/NCATE accreditation.

Accreditation Pathway II - State-Only Non-Degree Post-Baccalaureate Accreditation and Program Approval

This option is intended for institutions, agencies, and organizations that solely prepare post-baccalaureate, teacher and administrator candidates for roles in District of Columbia schools. Prior to being admitted into this type of program, candidates must demonstrate proficiency in the subject area for which they are seeking DC licensure.

More about DC State Accreditation and Program Approval

District of Columbia Educator Preparation Profiles

Spring 2013 DC State-Approved Educator Preparation Programs [PDF]

DC/NCATE Partnership Protocol for Colleges and Universities seeking Joint DC/NCATE Accreditation [PDF]

For more information about DC State Accreditation and Program Approval, contact:

Orman Feres
State Accreditation Coordinator

Office of the State Superintendent of Education
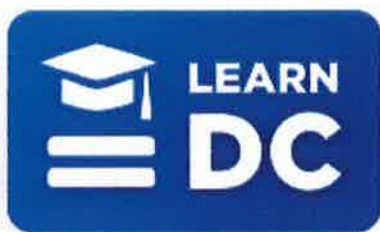810 First Street, NE – 5th Floor
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